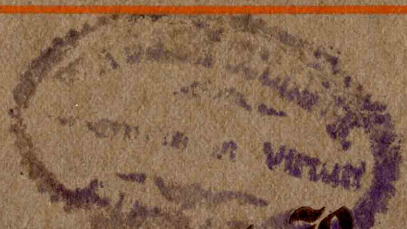
379.7 I



Educational Report
Washington County

INDIANA
STATE
LIBRARY
INDIANAPOLIS

1915

Orra Hopper, Superintendent

Salem, Indiana

I
379
W317e
1915
cop.3

INDIANA
STATE
LIBRARY
INDIANAPOLIS

FIRST

EDUCATIONAL REPORT

WASHINGTON COUNTY

INDIANA

CONTAINING

PHOTOGRAPHIC ILLUSTRATIONS,
SUPERINTENDENTS', PRINCIPALS', TEACHERS',
AND CITIZENS' REPORTS OF THE
EDUCATIONAL WORK IN
THE COUNTY

NICHOLSON PRINTING & MFG. CO.
RICHMOND, IND.
1915

EDUCATION

"Should develop:

Love for labor,
Skill in effort,
Tenderness of sympathy,
Joy of appreciation,
Sensitiveness for the right,
Alertness of intellect,
Strength to hold on.

"It should give the student a mastery of the printed page and make known to him the message of the star, rock, flower, bird, painting and symphony.

"It should also help him to find his work, render his meed of service and feel his personal responsibility."

I
379
W317e
1915
Cop. 3

Plates by
Stafford Engraving Company
Indianapolis, Ind.

Indiana State Library

FOREWORD

THIS Educational Report of Washington County is made for the guidance of teachers, patrons, and school officials who may desire information concerning our town and rural schools. In the preparation of this report we have attempted to show what is being done towards making our schools practical and socially efficient. We have asked the superintendents, principals, and each rural teacher to assist by contributing written descriptions and photographs of their work.

Each school picture tells an interesting story and shows what is actually being done. Many of them represent work that is vitally connected with the community life. Several pictures give an idea of our natural scenery. Others show the progress in road building and bridge construction.

No attempt has been made to present new principles of education, but if a greater interest is awakened in our natural scenery, in our industries, in our homes and educational system, our purpose will be accomplished.

We hope that those who read this report may enjoy the fruits of our labors, criticise our shortcomings with a kindly heart, and judge us by what we have done rather than by what we have failed to do.

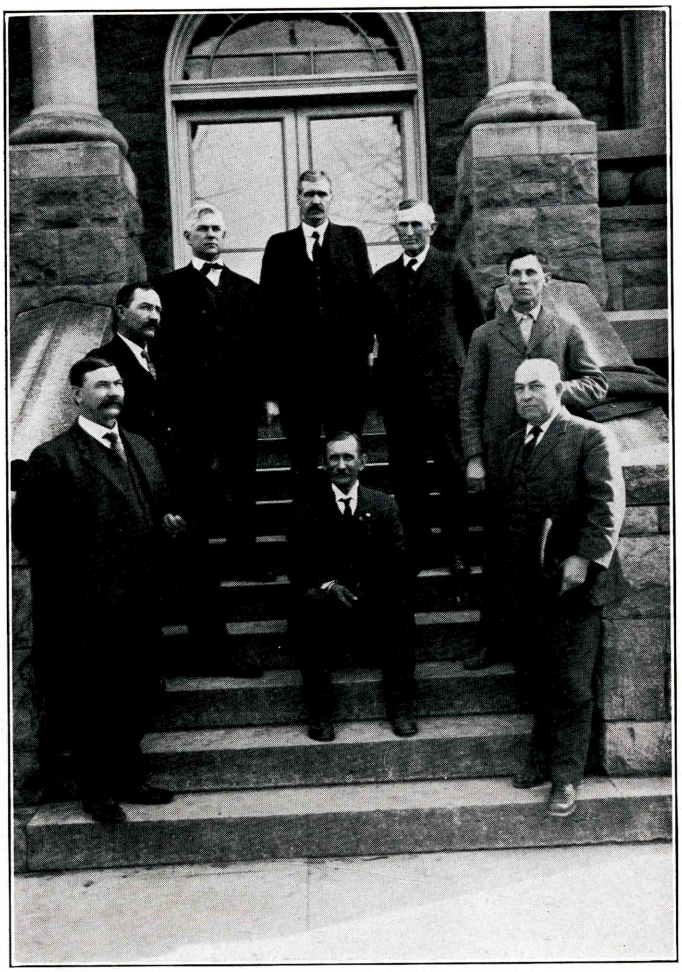
We desire to thank the superintendents, principals, and rural teachers, school boards, the County Board of Education, and business men for their hearty co-operation in making this First Educational Report of Washington County possible.

July 26, 1915.

COUNTY SCHOOL OFFICERS

Micajah Newby, Commissioner, 1835.
John Nixon, Commissioner, 1841.
James G. May, Jeremiah Rowland, and John H. Butler, Examiners, 1840 and 1841.
B. M. Nice, J. G. May, and J. N. Heylin, 1842.
J. H. Butler, Lindley Sears, and Jeremiah Rowland, Examiners, 1843.
John H. Butler, Jeremiah Rowland, and J. G. May, 1844.
Elijah Newland, Commissioner, 1845.
J. H. Butler, Elijah Newland, and John I. Morrison, Examiners, 1846.
John M. Lord, Dewitt C. Thomas, and James J. Brice, 1850.
Zacharias S. Garriott, Examiner, 1854.
Thomas J. Jordan, Examiner, 1854.
Z. S. Garriott, Examiner, 1856.
James D. Wilson, Examiner, 1856.
W. C. McCoskey, Examiner, 1860.
Hamilton S. McRae, Examiner, 1861.
C. L. Paynter, Examiner, 1861.
William C. McCoskey, Examiner, 1862.
M. D. L. Prow, Examiner, 1864.
John L. Williams, Examiner, 1866.
M. D. L. Prow, Examiner, 1868.
A. A. Cravens, Superintendent, 1871-1875.
James M. Caress, Superintendent, 1875-1879.
John A. Beck, Superintendent, 1879-1883.
W. C. Snyder, Superintendent, 1883-1893.
W. W. Cogswell, Superintendent, 1893-1897.
S. H. Hall, Superintendent, 1897-1899.
J. C. Bush, Superintendent, 1899-1907.
Orra Hopper, Superintendent, 1907- .
The records do not show who the Examiners were in 1846 to 1850 and from 1851 to 1854.
Nathan H. Elliott, Attendance Officer, May, 1910-1916.
Dr. Charles Murphy, Secretary of the County Board of Health.

Washington County Court House, South Entrance.
Erected 1886. Built of Washington County Limestone.



COUNTY COUNCIL, MARCH 27, 1915.

Left to Right, Standing—W. G. Hoffman; Edward Motsinger; E. F. Boggs; Ira Rutherford, County Auditor; Joseph Ribelin; William Day; Daniel Elrod. Seated—A. B. Frantz, the oldest active teacher in the county.

CAMPBELLSBURG SCHOOLS

By Walter Goldsberry and S. C. Morgan

EDUCATION received appropriate attention in the early history of the town. In 1855, a joint stock company was organized, which resulted in the erection of a building twenty by forty feet, which was designed for holding schools, religious and political meetings, debating societies, etc. It was called the "old townhall" and was situated near the railroad a few feet west of the Baker Building. In this hall Miss Mary Overman, John J. Hardin and others taught school.

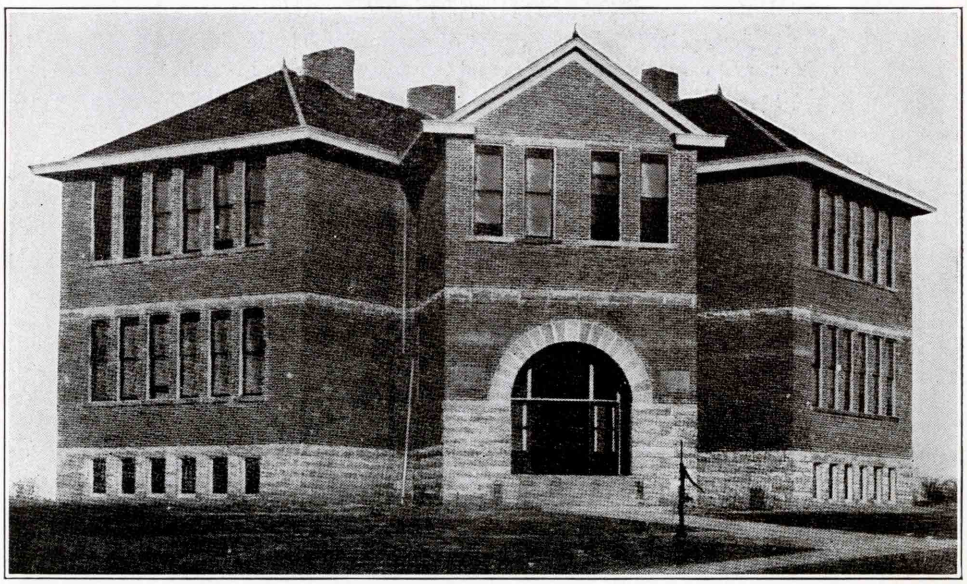
In 1860, a one-story frame building twenty by thirty feet, was built at the expense of the township. It was situated just south of the Christian Church near East Oak Street. The first teacher was R. C. Wood, who also taught a "writing school." This building burned in 1869. In 1872, the building recently vacated was erected by the Trustee of Brown Township at a cost of $1,500.00.

This building was a two-story frame structure containing two rooms on the first floor and one large room on the second. It was greatly improved in later years. The upper room was made into two and a furnace was put in the basement. Some of the first teachers in this building were W. H. Krutsinger, James G. May, Dr. G. S. Hancock, M. B. Driskell, W. C. Snyder, and R. P. Mather.

W. H. Krutsinger and J. G. May created a great interest in educational lines and many from abroad attended these schools.

The present modern school building was erected during the summer and fall of 1912 at a cost, when equipped, of $15,000.00, and Campbellsburg can now boast of one of the most convenient and up-to-date school buildings in southern Indiana.

The board of School Trustees, at the time of the erection of the building, were J. C. Brown, Ira M. Houston, and E. L. Woodward. They, together with the board of town trustees, Matthew Robertson, J. E. Stanley and F. W. Lewis deserve great credit for the public spirit and enterprise shown in the matter.

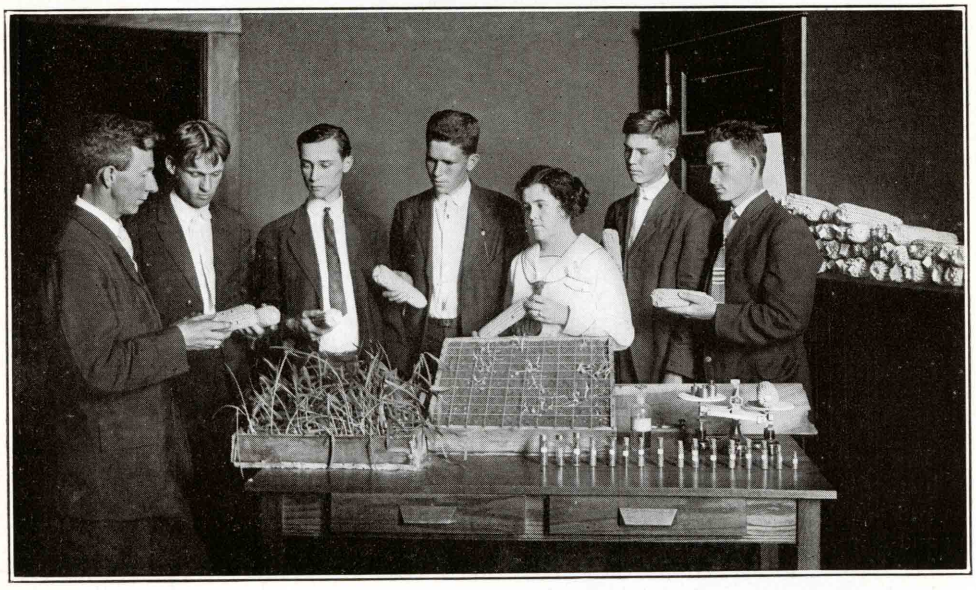


The new building is a two-story building with a commodious, well-lighted basement. Each story has three recitation rooms with ample corridors and hallways. The upper story has two additional rooms used respectively as library and laboratory. The Manual Training and Domestic Science Rooms are in the basement.

The building stands on a two and one-half acre field giving ample play ground for the one hundred and sixty grade and high school pupils who attend.

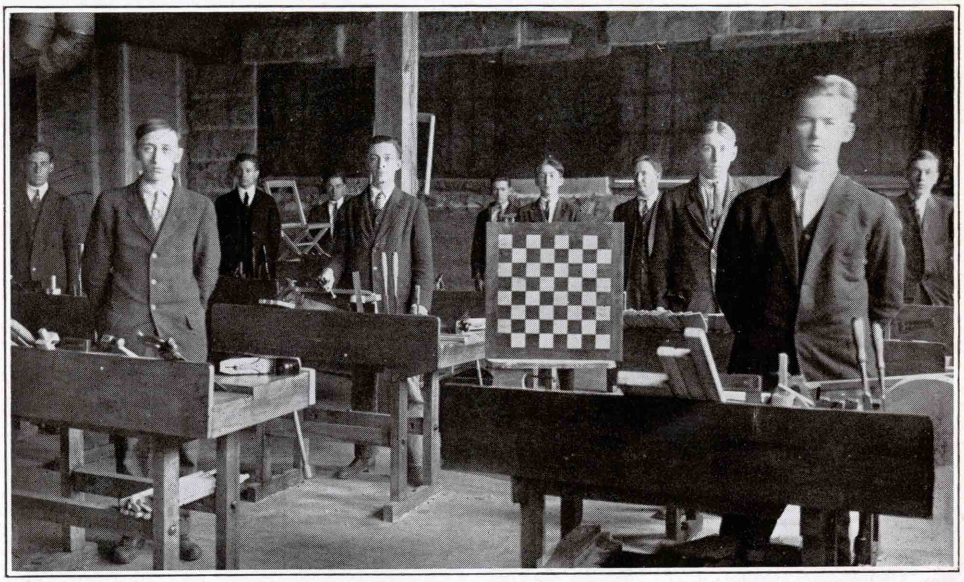
DOMESTIC SCIENCE

Sewing so far has comprised the greater part of our work. The High School Girls made and sold sandwiches and candy one Saturday and Saturday night and bought them a sewing machine with the proceeds. The picture tells the story of a very small part of the work done.



AGRICULTURE

Two years' work has been done in High School Agriculture. The first year soils and crops were studied; the second Horticulture and Animal Husbandry. The Horticulture class digged and set out a row of hard maples along the south side of the ground.



MANUAL TRAINING

The night of September 12, 1914, Campbellsburg responded to a call to a social in the basement of the school building. With the $75.00, which the social netted, Mr. S. C. Morgan fitted the Manual Training Room as shown in the picture. That was every cent we had to buy benches, tools and material with which to work. The class consisted of ten boys. The pictures tell the story of the result.

The "Wet Cave," Clifty.

The "Dry Cave," Clifty, three miles north of Campbellsburg.

THE OLD WASHINGTON COUNTY SEMINARY AND THE EIKOSI ACADEMY

By James May, *Grandson of James G. May*

THE recent Centennial of the town of Salem has forcibly called the attention of the present generation to the fact that Salem in its early days enjoyed an enviable reputation and stood prominent among the cities of the State in matters of education. As a center of culture it soon gained a reputation by no means limited to our own State. This was due largely to the influence of a rather remarkable group of intelligent and public-spirited men whose lives were identified with the early history of the place. A number of these men were well educated, some of them college graduates; all of them keenly alive to the importance of setting up for the new town a high standard in all things intellectual.

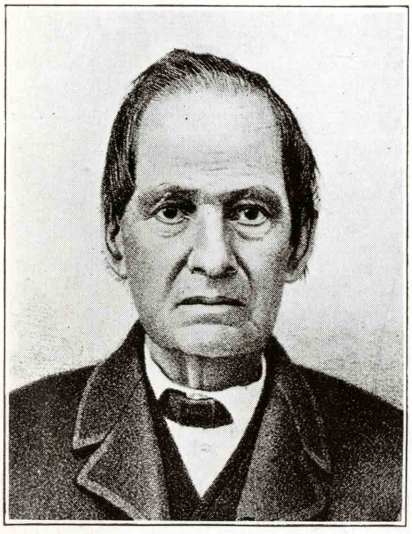
It was such an atmosphere as this that first brought John I. Morrison to Salem, about the year 1825, when he was placed in charge of the "Salem Grammar School," for which had been erected a small single story brick house, now the residence of Rev. George W. Telle. Morrison was earnest and capable, and under his management the Grammar School became a complete success. It soon attracted to Salem numbers of eager students from all the surrounding country.

All this stimulated a desire for something larger and better, and the Washington County Seminary was undertaken. The County assumed the responsibility of erecting a commodious brick building for the new institution. It stood on the lot where Mr. George Thompson's residence now stands, but the Seminary building was somewhat farther north than Mr. Thompson's house; and the school grounds included not only the Thompson lot but also the lot adjoining on the east.

In the meantime, Mr. Morrison, in order better to fit himself for the larger enterprise, resigned the Grammar School position and attended college, whence he returned to take charge of the Seminary which was opened in October, 1828. Of Morrison's success at this time, Professor James G. May wrote thus: "Soon he made the school a power and the fame thereof spread far and wide. Kentucky, Illinois and Missouri sent sons and daughters to be educated in the 'Washington County Seminary.' The reputation of the school won for Salem the name 'Athens of the West.'"

The Eikosi after remodeling.

Not content with his achievements in the County Seminary, Mr. Morrison took a step farther in educational work. The result was the "Salem Female Collegiate Institute," for which he erected a suitable brick building. It was situated just across College Avenue from the old Seminary and was afterwards known as the Eikosi Academy building, and later, in a remodeled form, was used for the Salem High School. This old structure bore the date of 1835, and did not look at all as it did afterwards when occupied by the High School. Instead of the flat roof of its later days its original covering was a steep roof with the ridge running east and west and with three dormer windows in the south slope. It had four large chimneys symmetrically placed, two at the east end and two at the west. There were also two large half-moon windows in the ends, one in each of the two gables. Seven or eight pine trees grew in front of it.



James G. May.

Professor Morrison continued in his school labors with great success for a number of years. There was an intellectual quality in his work that left its impress upon the community for years after. The lectures, the literary societies and the general atmosphere of the school all attested this fact. In 1858, James G. May, who had assisted Mr. Morrison for a time, took charge of the work and continued it until 1872. For several years his son William W. May, (A. M.) was associated with him in the conduct of the school, which was then known as the "Salem Male and Female Seminary." It was widely known, and numbered among its boarding pupils students from Illinois, Iowa, Nebraska, Missouri, Kentucky, Tennessee, Arkansas, Mississippi and Louisiana. The course of study embraced, in addition to the usual English branches, Latin, Greek, French, German, Rhetoric, English Literature, Natural Philosophy, Chemistry, Geology, Botany and Astronomy; and in Mathematics, Higher Algebra, Trigonometry, and Analytic Geometry. The high intellectual quality which characterized Mr. Morrison's work was also present in no less degree in the work of the Mays, making them worthy successors in a work worthily begun. Literary and debating clubs were zealously kept up, lectures and public exercises were frequent. Throughout the whole period of their labors these men were constantly striving to arouse and stimulate a healthy interest in all human affairs and in the world around. The frequent Friday night lectures, readings, and exercises of various kinds had this for their main object. The readings, for instance, were usually from the best authors, and were intended not merely to entertain, but more especially to arouse and promote a love for literary work of the better class. The scientific lectures with illustrative experiments always had a similar aim.

In 1870, W. W. May was called to act as Principal of the Male High School in New Albany, which position he held for several years; when, under an agreement with the late W. C. DePauw, he opened a college preparatory school, largely for the benefit of Mr. DePauw's three sons. Under the contract the school was limited to twenty pupils, whence the name "Eikosi," the Greek word for twenty. In the meantime, the Town of Salem had erected a fine new school building and had chosen Professor James G. May as Superintendent of the school. Thus the old Seminary ceased and the old building (the one which stood on the Thompson lot) was burned about the year 1877.

In 1878, Professor William W. May returned to Salem and reopened the school under the title of the "Eikosi Academy," the name having proved popular, although the number limit was now removed. The school continued to prosper under his management until his death in 1885; after which time it was successfully conducted for four years by his sons, James W. and Ben. A. May until they were called in the summer of 1889 to take charge of DePauw College in New Albany. During the "Eikosi" period the school was the location

of a voluntary observer's station of the United States Signal Service, the weather signals being displayed at first from a staff on top of the Eikosi building. Later, upon the erection of the new Court House in Salem, through the efforts of the Academy a flag staff was placed on the Court House tower from which the weather signals were displayed while the Mays had the matter in charge.

The school was kept up for a short time longer, first by Professor Montgomery, and afterwards by Professor Phillips, until the property was sold to the Town of Salem for the use of the High School. Thus ended an interesting and important chapter in Salem's educational history.

When we consider the relatively low educational standards almost universally prevalent throughout this western country in those pioneer days, it is more easy to estimate at its true value the work done by these teachers of the old Seminary. Contrast them with the types depicted by Edward Eggleston in his "Hoosier Schoolmaster" and we see more clearly how much credit is due them, standing as they did head and shoulders above their fellows. How vastly superior were their ideals to the "No lickin,' no larnin'" principle with "readin,' ritin' and rithmetic" as the sum total of desirable attainment!

The secret of their success is not far to seek. The personality of the men themselves explains it all. The importance they attached to high moral character, their clear thinking, their lofty aims, their industry, coupled with the necessary education, all made for the success they merited and won. Their best legacy to succeeding generations is their devotion to the cause of truth and right in public as well as in private affairs.

The Birthplace of John Hay.

John Hay, son of Dr. Charles and Helen (Leonard) Hay, was born October 8, 1838. He received a common school education at Warsaw, Illinois; took an Academic course in Springfield, Illinois; graduated from Brown University in 1858, and received LL.D. from Princeton, Yale, Harvard and Western Reserve University; was private secretary to President Lincoln; was secretary of the legation to Paris, Madrid, Vienna, and was Charge d'affaires, Vienna; Ambassador to England, 1897-1898; Secretary of State from 1898 to September 20, 1905. He wrote "Pike County Ballads," "Castulian Days," and "Biography of Lincoln."

SALEM PUBLIC SCHOOLS

By Supt. R. E. Cavanaugh

DURING the first century of the history of Indiana, Salem has had a very creditable record in matters relating to education.

Among the earliest teachers who have brought fame to Salem as an educational center must be mentioned John I. Morrison, who came to Washington County with a party of emigrants from Pennsylvania in 1822 or 1823. The Washington County Seminary, with which Morrison was later connected as teacher, was established, as shown by the records of the Washington Circuit Court, as early as 1823.

Another name, long known in Salem's educational activity was that of James G. May, among whose pupils are yet numbered scores of Washington County's most successful men and women. His son, William May, is also well known as a successful teacher and helper to his father in the days of the Eikosi Academy, mention of which is made at some length in another department of this publication.

Last Day at "Old High School Building."

Among the more recent leaders in Salem's educational history may be named C. E. Morris, H. B. Wilson, L. D. Coffman, and F. A. Gause. Mr. Morris is now teaching in Occidental College, at Whittier, California. Mr. Wilson is Superintendent of Schools at Topeka, Kansas. Mr. Coffman goes next year to the University of Minnesota, where he takes the position of Dean of the School of Education. Mr. Gause, after spending four years at the head of the schools of the Canal Zone, is now Superintendent of the schools of Bay City, Michigan.

Under the leadership of these progressive Superintendents backed by a community school spirit that has been fostered by years of educational prominence in the State, Salem has achieved much of which it may justly be proud.

The school plant is at present composed of two modern sanitary buildings well equipped for school work. Roomy basements, bubbling drinking fountains, sanitary closets of the latest pattern, and heating and ventilating plants that insure a full supply of fresh air, which add to the comfort of the students.

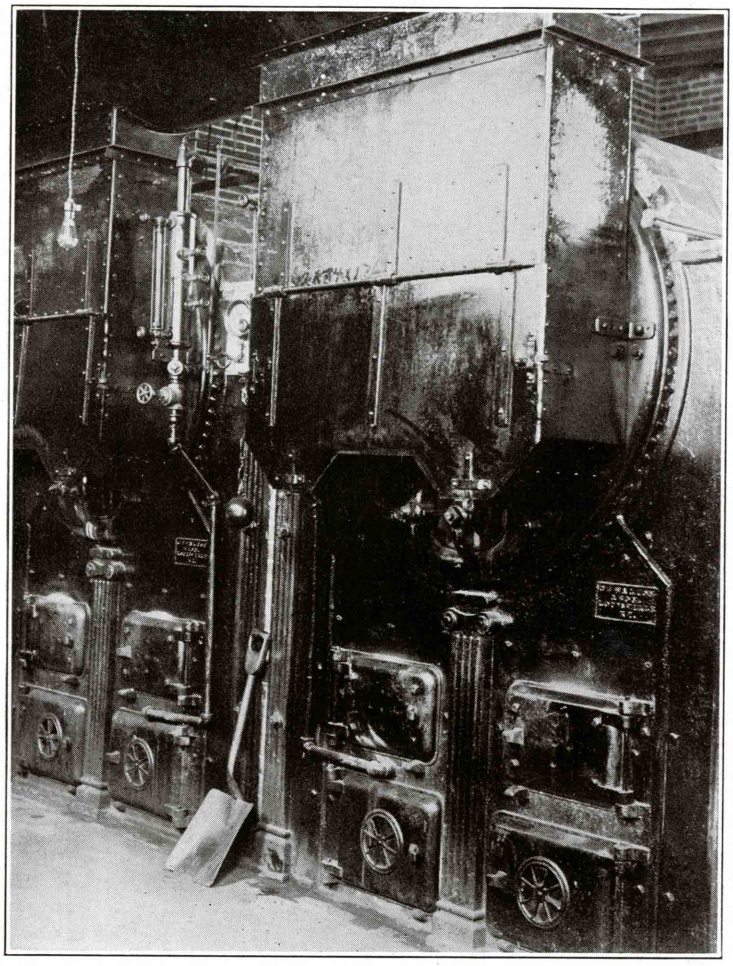
Grade School.

The Grade School building, erected in 1900 on the site of the old building which was destroyed by fire, has twelve recitation rooms, a manual training room, a music and drawing room, and a large room used for a gymnasium and auditorium. It is located on an excellent site for a school building and has a large dry play ground.

The High School building, erected in 1908, is located on a good school site. The grounds

New High School.

have been thoroughly graded and are now available for exercise and play. On the first floor of the building are seven recitation rooms, a physics and chemistry supply room, and the office of the principal. On the second floor are an assembly and study room with a seating capacity for two hundred students, and a gymnasium and auditorium room which will seat nearly five hundred people. In the basement, in addition to coal and boiler rooms, closets and supply rooms, are the departments of manual training and domestic science.



Heating Plant, New High School.

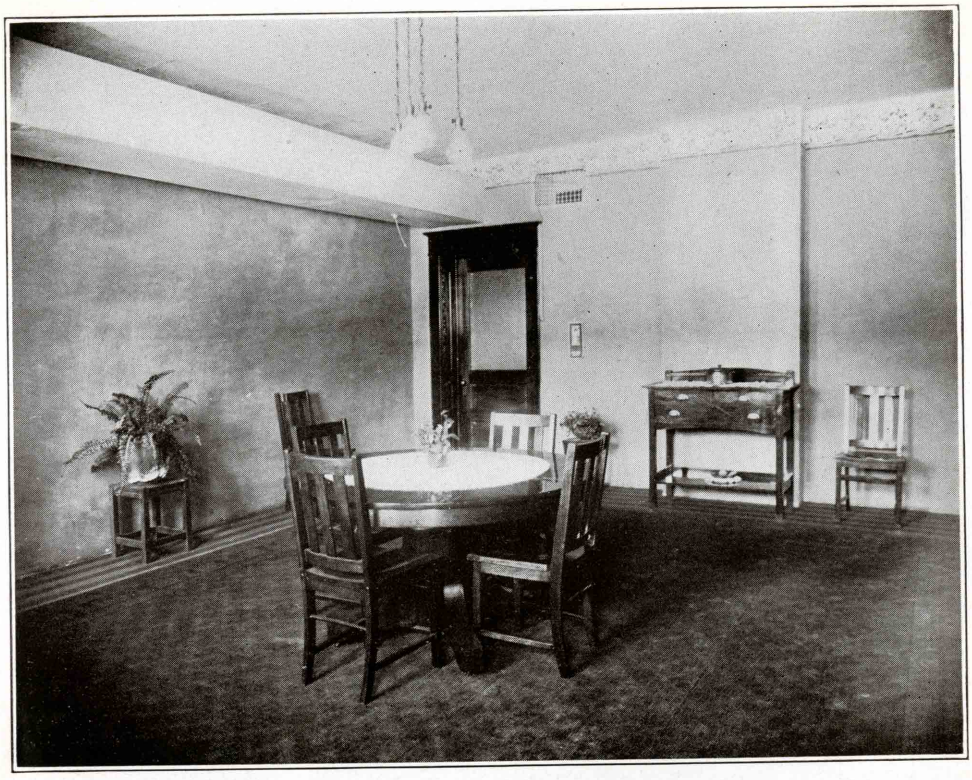
The High School building is the joint property of the town of Salem and Washington Township. The current expense is paid by both corporations in proportion to their respective enrollments each year. This joint ownership has proven to be very satisfactory to both town and township. It has enabled the school authorities to maintain a better school than either alone could maintain, and it has stimulated the high school interest of the people who live outside the corporate limits of Salem. The importance to Salem of this wider school interest cannot easily be overestimated.

The course of study for the Salem Schools has been kept abreast of the educational progress of the State. When the legislature of 1913 passed the series of progressive school laws dealing with the subject of prevocational education, the school authorities of Salem were not affected by the compulsory provisions of these acts, for the schools were already offering the prevocational courses demanded.

Manual Training.

Manual training, introduced on a small scale in 1907, has been extended until it is now offered in the seventh and eighth grades and through the high school. The course is graded from the simplest work of the beginner to the more difficult problems of cabinet making. No definite and rigid course is followed, but certain problems are taught in order that definite and progressive work may be done. Each boy is allowed, in so far as possible, to initiate his own project, plan, draw and construct it. In the manual training work the aim is to make the course distinctly practical. The boys who take the course devote much of their time to making articles for use in their own home life. These include many aids for the farm and household. Many pieces of furniture and equipment of other kinds also now in use in the schools, have been made in the manual training shop. A two years' course is

Domestic Science.



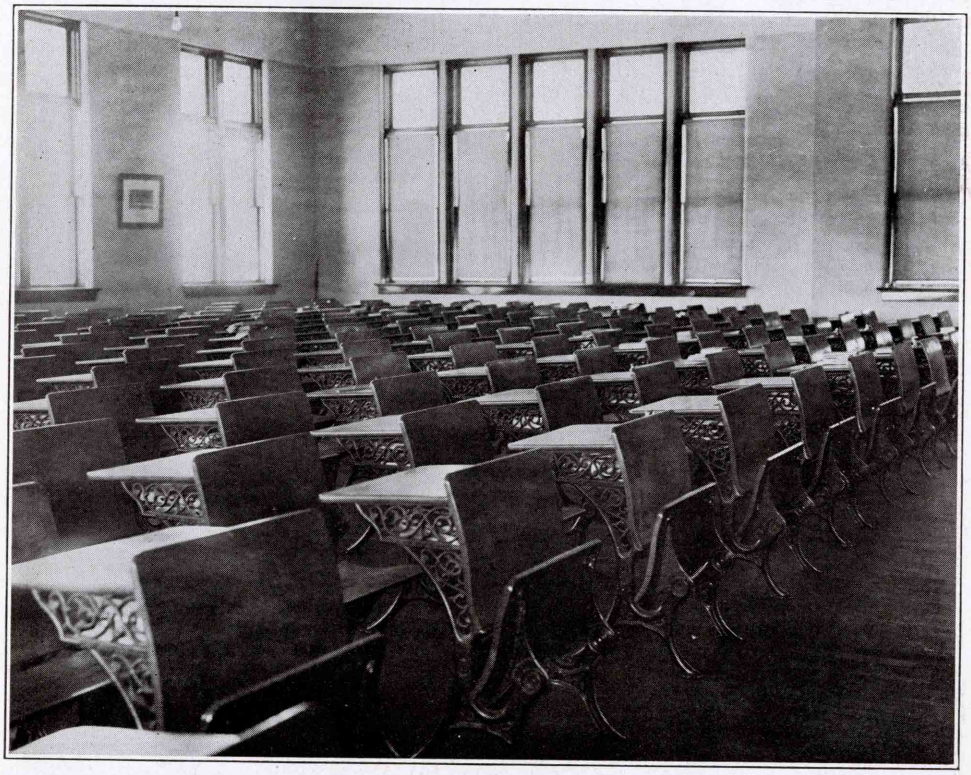
Dining Room.

offered in mechanical drawing also, and the work is a valuable correlative to the manual training course. Constructive work, including house and barn plans, receive considerable attention.

Agriculture.

The course in Household Arts includes two years' work. A continuous laboratory period of eighty minutes is reserved for the students who take this course. The lessons include cooking, sewing and household sanitation. The direct laboratory method is employed and the rooms are fully equipped for the accommodation of twenty girls at a time. The work is as practical as it is possible to make it, and the aim is to educate the girls for the actual problems of home making. Cooking was introduced during the middle of the school year 1911-1912, and the extension of the work has been, since that time, gradual and steady. During the year just closed a night course in cooking and home making was offered in the High School to the women of Salem and community. In accordance with the provisions of the vocational education law of recent enactment this was a state aided enterprise and the State pays two-thirds the cost of instruction. The course, as provided by law, was open to all women over seventeen years of age regardless of the nature of their daily employment. It proved to be popular and will be offered again during the coming year.

Agriculture has been taught in the Salem High School since 1910. Considerable equipment has been installed and more is being added year by year. Attention is given to the study of soils, crops, and farm animals. A stereopticon lantern with a good collection of slides constitutes a valuable aid to the teaching of the work. The laboratory method is used as much as possible. A model chicken house, hot beds, a Babcock milk tester, and incubator, in addition to the regular science course equipment, make it possible to do some work of very practical value to boys and girls who are interested in farm life.

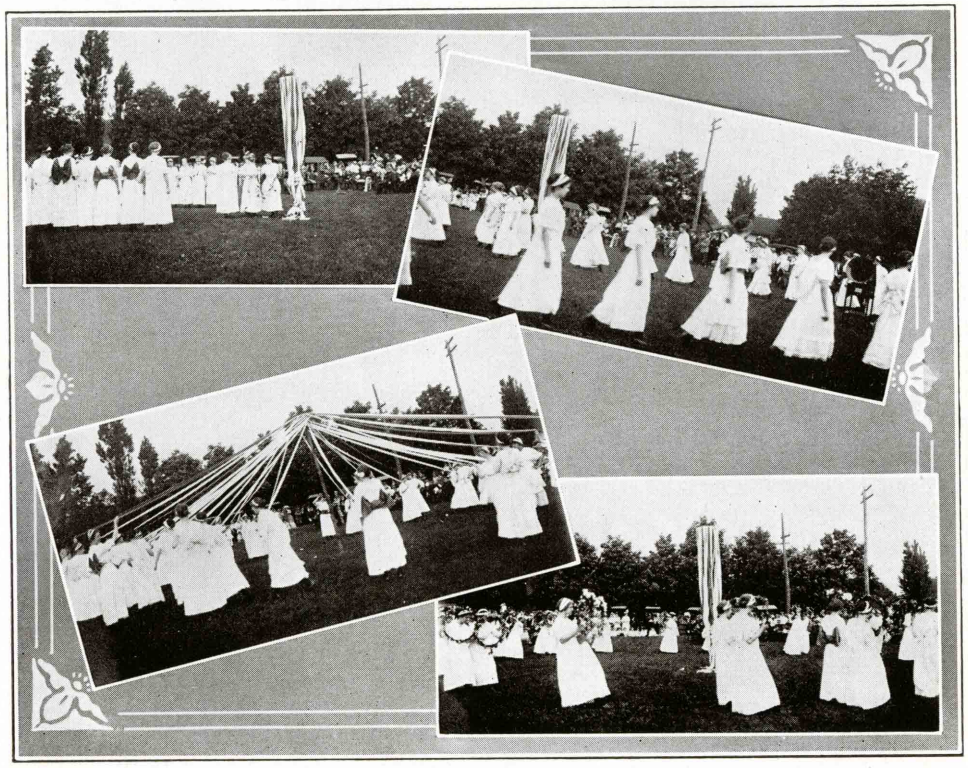


Assembly Room.

With the introduction and extension of these prevocational courses and the addition of other departments as well, has come an increased interest in all the subjects of the school course. With the school offering, along with the prevocational courses already described, Latin or German, Zoology and Botany, Physical Geography, Commercial work, Chemistry, Physics, Physiology, History, English, and Mathematics as regular work for full credit, no student is compelled to take work that is not suited to the course that he desires to pursue.

High School Graduating Class, 1914-15.

The aim of the school is to be of the greatest possible service to the community that pays for its support. Suggestions and criticisms that will result in a better fulfillment of that ideal are always gladly received and are given most careful consideration.



May Day Pageant.

On May 25, 1914, the forty girls of the Salem High School Gymnasium class gave a May-day pageant on the grounds of the graded school.

Around the May-pole with its streamers of pink, blue, yellow and white, the girls in simple white dresses and bows to match the streamers crowned their queen.

CARNEGIE LIBRARY

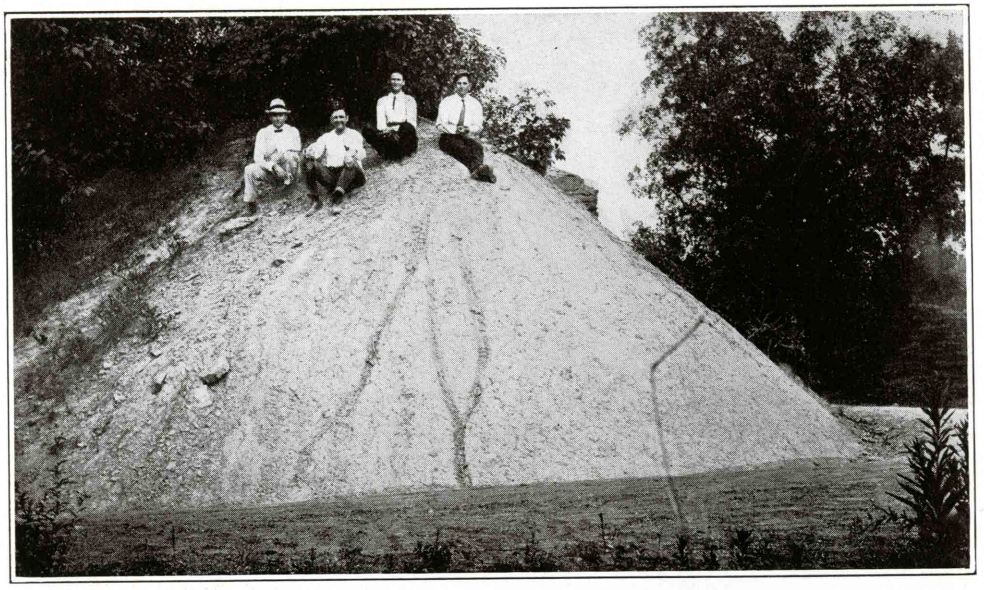
By Jessie Lee Wilson, *Librarian*

THE Salem Public Library was organized in January, 1903. The idea of Salem having a public library originated with the Fortnightly Club. For two years the Library was located in one room of the building owned by the town, on East Market Street. Carnegie was written for a donation to secure a permanent home. He responded with a gift of $16,000. We moved into the new building July 7, 1905. We have now been in existence twelve years, each year showing a gain over the previous year. For the year 1914 we circulated 22,203 books. Of this number 9,622 were juvenile. This gave us a daily average of 73.5 books.

We circulate our magazines the same as our books. Last year we loaned 3,270 magazines. The library receives 55 periodicals every month, five of this number being donated by individuals. The Library is always glad to receive gifts in the form of books or magazines.

The Library gives free service to the town and township and is open to the county. Those residing outside of the township may use the library by paying $1.00 per annum or five cents for each book borrowed. The outside townships may have the free use by presenting a petition to the Trustees signed by fifty property owners. We are more liberal with our rural patrons as they have the privilege of retaining the majority of books and magazines two weeks.

We are open every day, except Sunday, from 12 until 8:30 P. M., and on Saturdays from 9 A.M. until 8:30 P.M. The board decided to open on Saturday morning that the rural patrons might have a better opportunity to use the library.



The Boot Toe, Twelve Miles North of Salem, on the "Lakes to the Gulf Highway."

Zink's Cave, 1½ Miles West of Salem.

"In early times there was quite an Indian village near Zink's Quarry, west of Salem. It is asserted that an old Indian squaw, possessed of much eccentricity, was condemned to death here for being a witch or the like, and was burned at the stake."

The Niagara Falls of Washington County in Winter.
Six Miles Northwest of Salem.

Peden Mill Dam, Near Rush Creek Road, Jefferson Township.

"BLUE RIVER ACADEMY"

By William B. Lindley

THE Blue River Academy was located three miles northeast of Salem, Washington County. It was organized in 1831 by the Society of Friends of Salem, who originally came from North Carolina. The first building was made of brick. The present building, a one-story frame, was built in 1861. It has two rooms, twenty-five by thirty feet each, a library and recitation room, fifteen by twenty feet, and two cloak rooms, ten by fifteen feet each.

Blue River Academy.

The following is a fairly complete list of teachers who have taught in the Academy: 1837-1838, Joseph Trueblood, and Barnabas C. Hobbs, assistant; 1838-1839, Barnabas C. Hobbs, and Samira B. Lindley, assistant; 1839-1840, Benjamin Albertson, four and one-half months; 1848-1849, Aquilla Timberlake, Jane Moore and Joanna Morris; 1849-1850, Aquilla Timberlake, and Abram Trueblood, assistant; 1850-1851, Timothy Wilson, and Catherine Trueblood, assistant, four months; 1851-1852, Joseph Moore, four months; 1852-1853, Cyrus Bond, and Abagail Wilson; 1853-1854, Abram Trueblood, and Calvin Moore, assistant, and Abagail Wilson, summer term; 1854-1855, Luther B. Gordon, Nathan White, and Elizabeth Albertson in the summer school, and Samira B. Trueblood, assistant; 1855-1856, Abram Trueblood, and Abagail Wilson, assistant, attendance, 87; 1856, Emeline Trueblood, and Rebecca Trueblood, assistant, summer school, 40 students; 1856-1857, Abram Trueblood, and Emeline Trueblood, assistant, 92 students; Abagail Trueblood, summer school, three months, 46 students; 1857-1858, Nathan Newby, and Isaac Fawcett, assistant, average attendance, 65; Robert Style, summer school, attendance, 29; 1858-1859, Robert Style, and Emeline Trueblood, assistant, four months; Emeline Trueblood, and Amanda Trueblood, assistant three and one-half months; 1859-1860, Abram Trueblood, and Marietta Albertson, assistant, four months; Sarah Lewis, summer term; 1860-1862, Calvin W. Pritchard; 1862-1863, Thomas

Blue River Friends' Church.

Armstrong, Dorcas Armstrong, and Sarah Trueblood, Dorcas Armstrong, summer school; 1863-1864, Thomas Armstrong, and Alice Armstrong, assistant; 1864-1865, Thomas Armstrong, and Hannah Roberts, assistant; 1865, spring term, Calvin Pritchard, and Mrs. Calvin W. Pritchard, assistant; fall term, Amanda Trueblood; 1865-1866, Calvin W. Pritchard, Mila Trueblood, Anna M. Pritchard, and Samuel Lloyd; 1866-1867, Joseph R. Hunt, and Angelina Harvey; 1867-1868, William P. Pinkham, Lydia Stanton, Mary Anne Trueblood, Milea Trueblood, Emma C. Pinkham, Eliza Clark, Annie Gove, Sarah Albertson, Sarah Clark, Ruth Anne Armstrong, and Martha Jane Jones, assistants. Professor W. P. Pinkham was principal of the Academy from 1867 to 1873, when he resigned to take charge of the school at Paoli. Sylvanus Wright was principal in 1873-1874, and Hanna Wright, assistant; Angie Hough, 1874-1875, and Malinda Trueblood, assistant; Albert H. Votaw, 1875-1877, Marietta Harvey, Ella Moore, Emily Trueblood and Alice Unthank, assistants; Roland

Last Day of School at Blue River.
Mabel Trueblood, Teacher, 1915.

Estes, 1877-1878; John Boyd, 1878-1879, and Jennie Wright, assistant; Amos Sanders, 1879-1881, Anna Belle Trueblood, Ruth Anna Sanders and Alida Trueblood, assistants; Frank Moore, 1881-1882, and Lydia Moore, assistant; Fred Albertson, and Edwin P. Trueblood, now a member of the Earlham faculty, probably taught from 1882-1885; Samuel Mills, 1885-1886, and Lizza Thompson, assistant, and Mary Pickett, 1887-1888.

Two of the students who attained distinction are Joseph Moore, deceased, ex-president of Earlham College, and Benjamin Trueblood, secretary of the International Peace Association.

In 1861, the course of study consisted of orthography, reading, writing, descriptive and physical geography, mental and practical arithmetic, English grammar, physiology, philosophy, chemistry, astronomy, algebra, composition and phonography.

After 1860, the length of the school terms were usually nine months. School began at 8:30 A. M. and closed at 4:00 P. M. The Academy had a good library and was well equipped for its day.

The Academy continued until 1881, a period of fifty years. In 1896, the township trustee, Lewis Dennis, established a township high school in one of the rooms, but this was abandoned in 1904, when the township joined in with the town of Salem in high school affairs. A private high school was organized in 1904, which continued until 1909. Since 1909, the building has been used by the common schools of the district.

NEW PEKIN

NEW PEKIN and vicinity is one of the leading educational sections of Washington County. Much interest is taken by its citizens in the cause of education. This is shown by what they have done and are now doing for their schools. It was for educational advantages that the town of New Pekin was incorporated.

It was during the years of 1902-1903 that it became quite evident that the rapid growth of the little village of Pekin (then called Pekin P. O.) was filling the rural school at Motsinger, where the Pekin boys and girls had to attend school, to overflowing. This, together with the fact that the majority of the pupils (those from Pekin) had to go more than a mile to school, led to an appeal to the Township Trustee for better accommodations. Having failed in this, the citizens, not willing that their children should thus be deprived of the best school privileges obtainable, soon solved the problem by incorporating the town and building a new four-room school house. This was done in the year 1904.

The first school term was taught during the winter of 1904-1905 with an enrollment of about thirty pupils. In 1906 a high school was organized with one teacher in charge. Because of the rapid increase of population it became necessary to add a second teacher for the grades in 1908, and in 1909 another teacher was added to the high school and it became a certified high school. In order to meet the ever increasing attendance and demands of the school, another teacher was added to the high school faculty in 1914, and the term was increased from seven to eight months in length.

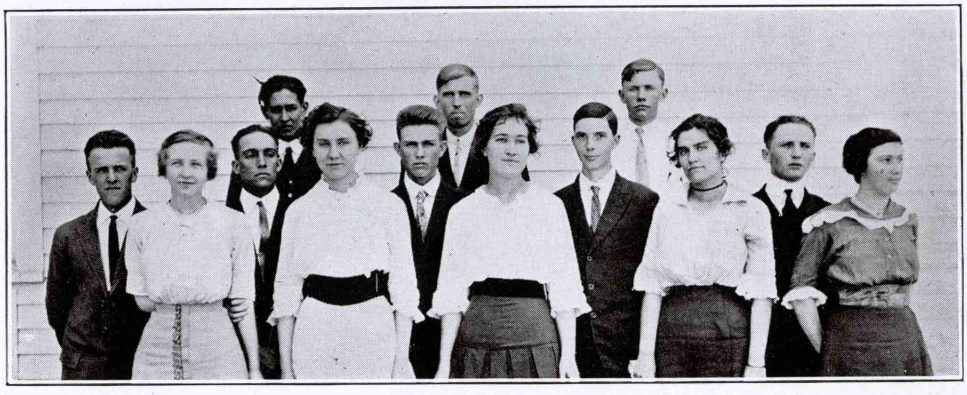
On account of the crowded condition of the school for the past year the Board of School Trustees have made arrangements to more than double the capacity of the school by erecting an addition to the present building and equipping it with hot air furnaces and up-to-date fixtures. These improvements will be completed in time for the coming school term. With these improvements New Pekin High School will become a commissioned high school at the close of the year and will be able to offer to its students a high school course equal to any school in the county.

The Pekin High School, though young, has furnished its quota to the professions. Its graduates are enrolled as students in the various colleges of the State. Some are training and have trained for the profession of teaching; some as lawyers, doctors, bookkeepers, bankers, clerks, mechanics, and electricians, while others have taken up farming and house keeping for their life work.

Indiana State Library

High School Graduating Class, 1912.

Ninety-four per cent. of the graduates, not including the class of 1915, have taken college work of some kind, while eighty-two per cent. have taught school. In view of these facts, New Pekin and vicinity can rightfully claim to be one of the leading educational centers of Washington County.



Graduating Class, 1915.

Methodist Episcopal Church, New Pekin.

The Pekin Juvenile Band.

The Pekin Juvenile Band was organized during the winter of 1913-1914, with a membership of twenty-four selected from the Pekin school boys whose ages range from seven to sixteen years. The untiring efforts of Mr. Warder Meadors, the band-master has made this one of our leading juvenile bands.

PIONEER SCHOOLS OF WASHINGTON COUNTY

By Lewis N. Smith, *Age 83*

I HAVE been requested to give a sketch of my early school days, my teachers and my ten years' experience in teaching. As I am perhaps the oldest teacher, or at least in the oldest rank, I attempt the task.

My experience in the early schools of Washington County began just south of Salem, in the old "Brewer District," near where Eli Brewer now lives. It was in the proverbial log school house with puncheon floor and writing desks facing the wall from which a log had been removed and a sash with glass inserted. This was after the greased paper stage. The seats were split logs with pins inserted for legs. The house was warmed by a stove, and in some cases by a fireplace in the other end of the room. Firewood was abundant and the house was well ventilated, in fact, too much so in cold weather.

We had forty or more scholars usually. Among my first teachers were McCarty, Williams and James G. May. I recall with special interest that painstaking, good old teacher, James G. May of the pioneer days, who ranked high from the rural school to high school and seminary. His ideal was that of every true parent and teacher, to equip the student for the stern realities of life. Some of my other teachers were George May, Rowland May, brothers of James G. May, John McNamara, James McCoy, John M. Stalker, J. J. Hungate and John I. Morrison. John I. Morrison taught the Washington County Seminary and was at one time professor in Mathematics in the State University at Bloomington.

The schools of that day were called "loud schools." The scholars studied aloud, except when recitations of advanced classes were being heard.

The rule was to have the child learn the alphabet first with no other help but the old Elementary Spelling Book, in which the spelling and reading was graded to suit the ability of the child. When the letters were well learned, then monosyllables were used to teach the combination of vowels and consonants, such as: b-a, ba; b-e, be; b-i, bi; b-o, bo, and b-u, bu. From this it was an easy step to the formation of longer words. How does the reader of the papers of to-day pronounce those difficult European words, except by first dividing them into syllables, and pronouncing the syllables in order? After the child had made some advancement in the speller he was permitted to take up the well arranged "Eclectic Readers."

The writing of those days was superior. The teacher made the pen from a goose-quill with a pen-knife. This pen made a fine threadlike line. The writing hour was practiced by many schools. At this time the teacher devoted his entire time to strict supervision in the holding of the pen and the forming of letters, etc. This useful and much needed accomplishment is so much neglected these days, that inventive genius has devised the typewriter in order that the writing may be legible.

Pike's Arithmetic was the principal text in those days, and with a few minor changes it would be hard to excel. The rules of Foreign Exchange and Single and Double Position would test the average teacher of to-day.

English Grammar was well taught in some districts and neglected in others. The subject was studied under the divisions, Orthography, Orthoepy, Etymology, Syntax and Prosody. Special emphasis was placed upon the parsing of sentences.

Algebra and natural philosophy were taught in some of our best schools.

The rural school house has been greatly improved, but where years ago there were forty or fifty in daily attendance there are now in some cases not more than eight or ten scholars. In these very small schools there is a lack of competitive school spirit.

THE LIVONIA SCHOOL

By D. E. Zink

BEFORE taking up any of the prevocational subjects in the Grammar Grades, outlines were made and each phase of the work was carefully planned. Five reference books and 125 bulletins proved to be valuable in presenting this work.

The teacher carefully located three places where the soil differed greatly. Provided with an ordinary thermometer he took the class to these places once a month for three consecutive months to test the temperature of the soil at the surface and six inches below the surface. From this experiment was determined which soil had the lowest temperature and which could be planted to seed first.

On one of these trips we gathered samples of these various soils, and placed them near the stove to dry thoroughly. We filled tin cans with dry soil and weighed them, then saturated the contents with water and weighed them again to determine the per cent. of water the different soils would hold. We used quart bottles with the bottoms broken off and muslin tied over them to ascertain the capillarity and percolation rapidity of the different soils. We kept a table showing the length of time it took the different soils to take up a given amount of water. From this we learned which soil could be worked first after a heavy rain. During cold weather we studied the effect of freezing on wet and dry soils.

We made a seed corn rack by using laths and two six-inch boards. Each boy made his own seed corn tester, 16″ x 22″ and divided it into one and a half inch squares. Each boy brought to school two of the best ears of corn he could find at home. With score cards and by the use of bulletins we scored the corn with satisfactory results. We shelled the corn, weighed the grain and cob separately, and determined the per cent. of each. The germination tests ranged from 89 to 98½ per cent. The class soon decided which corn was best for planting.

We obtained a variety of feeds and discussed thoroughly foods and balanced rations for animals and poultry. We then studied the location and construction of poultry houses and made drawings of the same.

In a nearby wheatfield we studied the Hessian-fly, in the flax seed state. The boys knew nothing about this pest, although they had grown up on a farm.

We made a fine collection of farm seeds and weed seeds and discussed their relation to each other. Through testing we learned in which farm seeds certain weed seeds were found and then studied the propagation and distribution of these weed seeds.

We obtained permission of the owner of an old orchard to use it in our horticulture work. An old tree was selected for pruning. Under my directions the boys pruned the tree. The owner was so well pleased with the work he wanted us to prune the whole orchard. After we had learned how and when to prune we studied and did two kinds of grafting with good results. Then we studied spraying, giving attention to time, purpose, methods and materials for spraying.

DOMESTIC SCIENCE

This work consisted of sewing and the study of textiles. One period a week was given to sewing under the direction of Mrs. Zink. Most of the sewing was done during intermissions when the inclement weather prevented outdoor exercise. The sewing work consisted of—

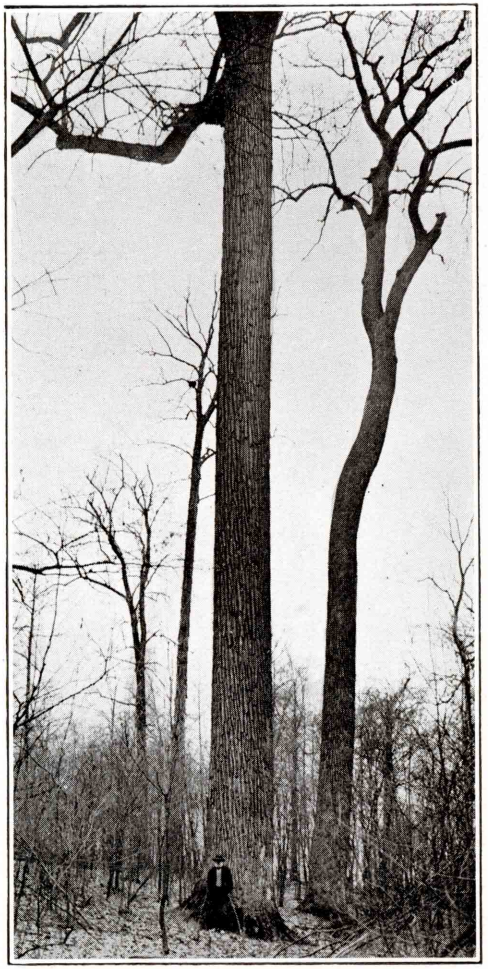
1. Stitches—(a) Kinds, (b) Applications.
2. Seams—(a) Kinds, (b) Uses.
3. Patching—Types 1 and 2; Purpose.

We studied textiles under the topics—

(a) Kinds.
(b) Production.
(c) History.
(d) Finishes.
(e) Tests.
(f) Uses.

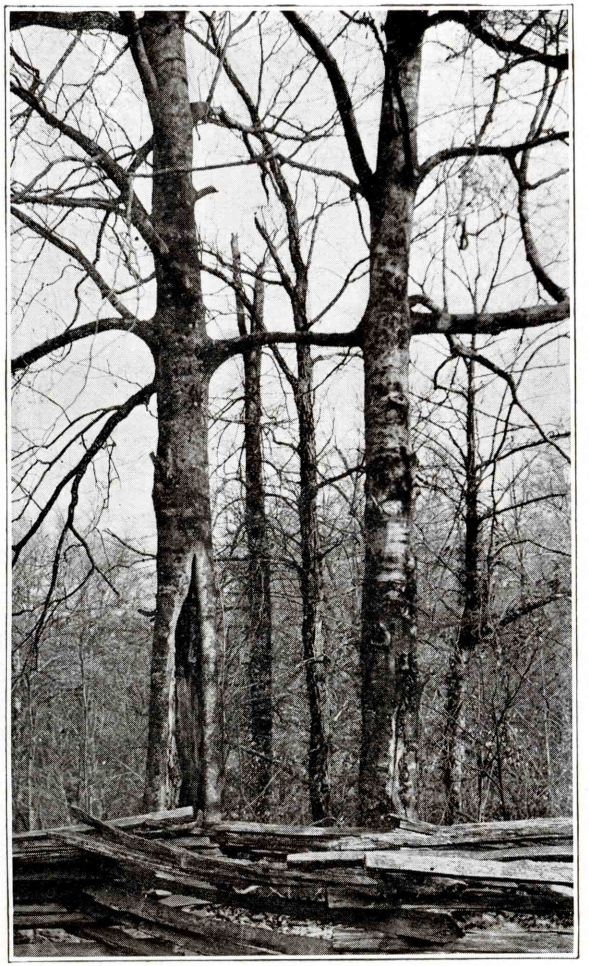
We also studied the kinds of foods and their uses.

All the boys and girls took part in the class work in agriculture and domestic science. These industrial subjects have placed the pupils in closer touch with each other and with the teacher, have increased the interest in the general school work and have improved the discipline of the school.



POPLAR TREE.

This poplar tree is 18 feet in circumference. The first limb is 75 feet from the ground. Mr. Carry Morris, the owner, who is standing at the base of the tree, is seventy-three years old. When he was thirteen years old, Mr. Geo. Tatlock tried to purchase the tree of his father for $6.00. The storm in May, 1860, broke off the top of the tree, but this did not injure it. In 1872 Mr. Morris helped his father cut a 14-inch poplar tree out of which they made sugar troughs. This tree grew at the base of the large tree now standing. In 1912 Mr. Morris refused $500 for this monarch of the forest.



TWIN BEECHES

These twin beeches are on the Jacob Purlee farm in Pierce Township. It is said that they were there when the land was entered about 1821-22.

THE SALTILLO SCHOOL

Teachers:

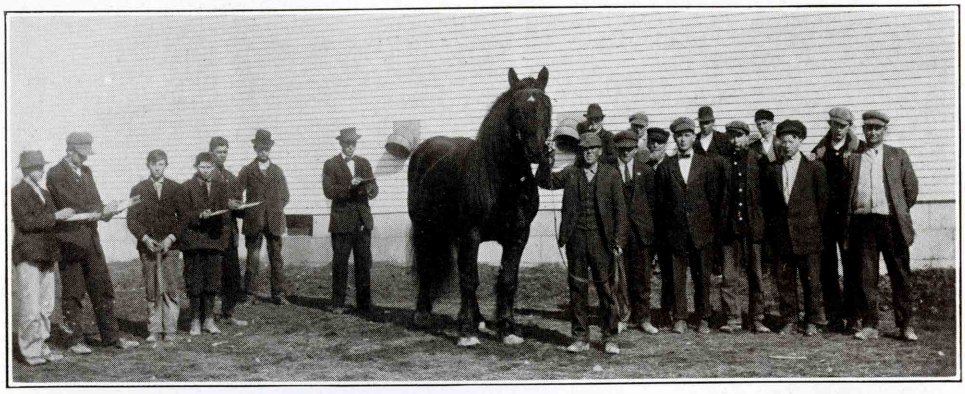
O. A. TRINKLE, *Grammar Grades* OPAL GOULD, *Primary Grades*

THE building was erected at a cost of $2,518.00, in 1910, on a lot 150 feet square. It consists of two rooms, 27 x 34 feet, a vestibule 8 x 12 feet, and two cloak rooms 8 x 21 feet. It is heated by Smith heaters and each room accommodates about 30 pupils. New sanitary closets will be erected this year and a well is to be drilled equipped with a drinking fountain pump.

H. P. Case, Barney Gould and Isaac Holler, the Trustees, are much interested in the school and are always willing to do everything possible for its success.

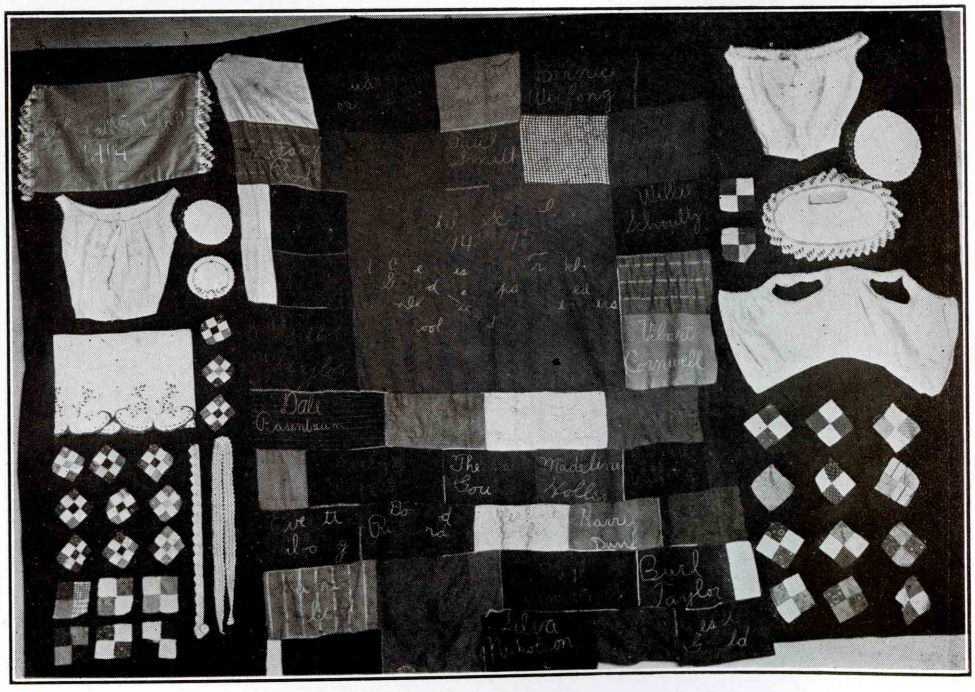
The high school work has been eliminated and extensive work in agriculture and domestic science substituted.

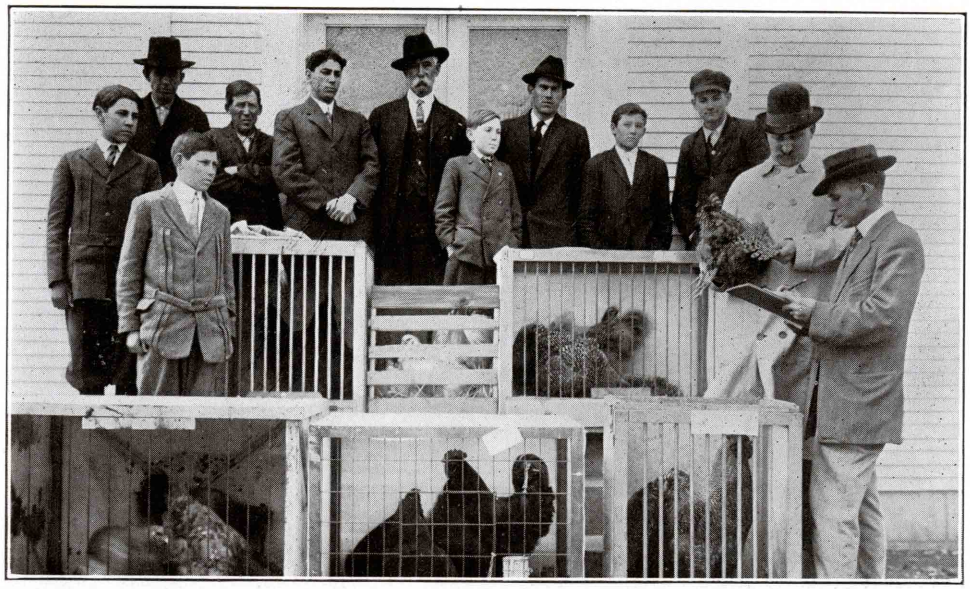
The agriculture case was made by the boys. Each section is labeled so as to enable the pupil to know exactly where to find the data for his daily lesson. The boys are scoring seed corn prior to the final test, the rag doll test. The corn scored was gathered from the field in September, properly stored, and weighed at different intervals during the school months, thereby giving a lesson in shrinkage.



Live stock judging was a special feature of the work. The teacher always found time for this very important work. No type of live stock was left until they had visited some farmer who owned stock and scored it. The score cards were received from Purdue.

The mixing of spraying materials and practical spraying was done in a neighboring yard. Specimens of scales were studied under the microscope, then the spray applied and results noted.





The subject of feeds and seeds were carefully studied. The analysis was worked out, so as to show the relative value of each food as a food for stock.

The domestic science class did no cooking in school, being handicapped by lack of equipment. Recipes were studied in class and practiced at home with good results. Extensive work in sewing was done in the school room. The cut shows part of the work done. The large quilt in the center contains a block from each pupil in both primary and grammar rooms with his name embroidered upon it.

The greatest school day ever held in Saltillo was March 16, 1915. It was the red letter day for the industrial classes. The morning program consisted of a general display of school work in all classes. At ten o'clock the poultry judging began under the supervision of J. C. Clipp, one of the best poultry judges in southern Indiana. The picture shows some of the pens, the exhibitors, judges and class.

At the noon hour the Domestic Science Class served dinner to the exhibitors, judges, school board, teachers, County Superintendent, and W. E. Cox, M. C.

At 2:30 o'clock addresses were delivered by Superintendent Hopper and W. E. Cox, M. C., at the M. E. Church. The meeting was well attended and a new interest in school

work created. The patrons seemed especially interested in the practical side of the industrial work.

There were many visitors during the school year. Farmers often came and asked for information along certain lines, asked for books and bulletins out of the library and showed a new zeal for school work.

The work done the past year has inspired patrons and school officials so much that they have promised we shall have equipment for Domestic Science, Agriculture and Manual Training next year.

OUR RURAL SCHOOLS

IN SEPTEMBER, 1907, the County Board of Education passed a resolution requiring every teacher to teach music, and adopted a text book, "The Song Reader." Special instruction in music is given in every county institute for the purpose of helping the teachers do better work in this subject. Our teachers now do choral work in their institutes second to none. In the township institutes some teacher has charge of music. This subject has its place in each day's work. The immediate results in our schools are the mental development, greater interest, better school spirit, better discipline, punctuality and attendance, and a very noticeable social and cultural development in the community which is immeasurable.

Another advanced step was taken in 1910, when the Board of Education passed a resolution requiring our teachers to teach agriculture in the sixth, seventh and eighth grades, and adopted a text book. A specific outline of the work to be done was furnished the teachers. The work for each school month was discussed in the township institutes. Special work on the subject has been given in our teachers' institutes and associations and in farmers' institutes. The organization of industrial clubs for the boys and girls, and the exhibition of their work in the farmers' institutes, has helped much in the advancement of this work in the County. Horticultural demonstrations and practical demonstrations in domestic science have awakened a wide-spread interest in the subject of fruit growing and domestic science. The work done in our high schools in equipping prospective teachers for our rural schools has strengthened the industrial work, and has caused the older experienced teachers to put forth their best efforts. A few teachers are not doing much work, but all of our wide awake teachers are taking hold and getting results.

Two patrons' days have been observed during the past three years. Invitations were sent to the patrons and some patrons were placed on the program for the discussion of some community problem. The pupils have collected and prepared agricultural and other exhibits for these days. In many schools literary programs are given. Where the live teachers have put heart and soul into the work the patrons have responded enthusiastically.

Our aims have been to make the work in the school more concrete, to create a respect for dignified labor, to show that brain and muscle can accomplish as much on the farm as in the city, to bring the boys and girls into closer touch with farm life and Nature, to encourage a love for Nature by actual observation, to increase their natural love and sympathy for animal life, and to inculcate an appreciation of the beautiful in their own environment.

The results obtained thus far in our schools prove that our efforts and aims have not been amiss. The following photographs of our representative schools show the material progress of our work.

SOUTH BOSTON DISTRICT SCHOOL

The dinner was prepared by the girls and one boy in their homes for the teacher, trustee, photographer, and county superintendent. These pupils, whose ages are from nine to fourteen, are enrolled in the third, fourth, sixth, and eighth grades. The menu consisted of chocolate cake, jelly roll, raisin cookies; peach, raisin, cherry, apple and mince pies, chicken and dressing, biscuit, ham and sausage.

Sash Drill.

The girls are wearing the aprons which were made by them. Each week they laundered these aprons.

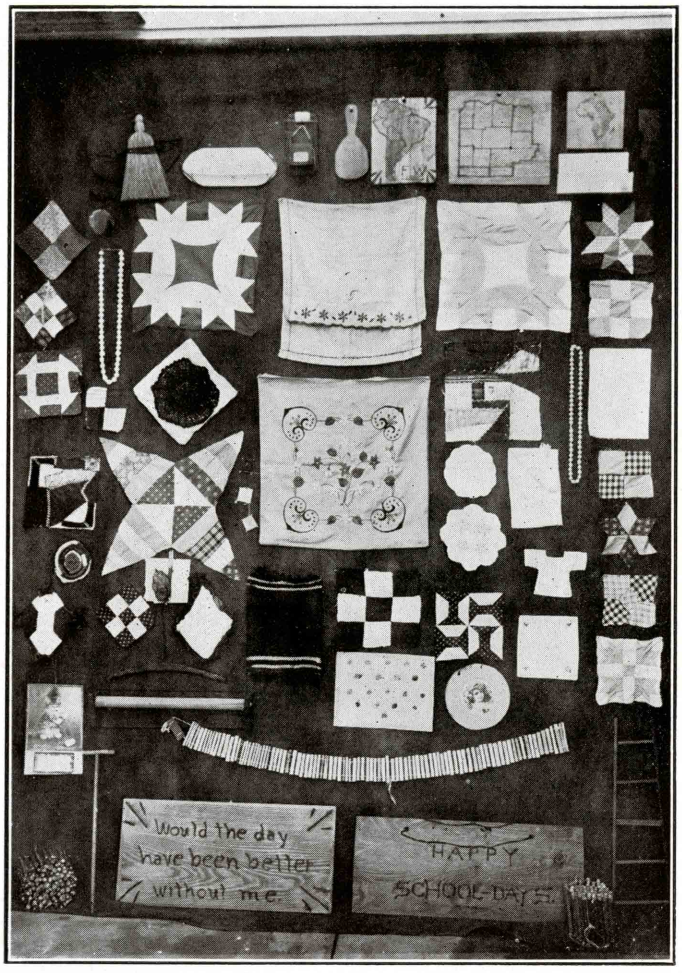
The drills were taught during intermission. The children often took up the work themselves in preference to some of the worn out games which they had been playing. Some of the drills used were: Two Flag Drills; Elephant Drill for twelve girls; Doll's Lesson for eight girls; Star Drill for seven girls; Japanese Lantern Drill for twelve girls; Rose Drill for eight girls; Gun Drill; Wand Flag Drill for twelve girls; and the Old Maid Drill for six girls and one boy.

The Boys' Band.

The ages of the boys in the band are from eight to thirteen years. They were punctual and very regular in attendance. They can play twenty-five or more pieces of music, some of which are:

Waltz—Anita; Jennie Schottische; Waltz—Fairies' Ball; Success; Waltz—Heart Throbs; The American Soldier; Under Arms; Show Boy; Welcome; Excelsior; Home, Sweet Home; Tell Mother I'll Be There; Meet Mother In The Skies; Nellie Gray; Silver Threads Among the Gold; What A Friend; Shall We Gather At The River; Daisies Won't Tell; Waltz—Lilia; America; Marching Through Georgia; On The Banks Of The Wabash; Quickstep; and Union Maid.

In the vocal work in music the pupils were taught the rudiments and school songs (four to six songs were taught each month). Some of the part songs were: The Little Persimmon Tree; The Boat Song; The Whippoorwill; Our Dollies; The Village Bells; Good Night, Ladies; Oh, Blue Eyes Closed in Slumber; Upidee; O Tiny Boat; Call to Arms; Soldiers' Chorus; Perfect Day; Love's Old Sweet Song; Where Are You Going To?



This picture shows the industrial work done by the boys and girls in the South Boston District School. The maps and mottoes are burned in wood and colored.

Above the mottoes and at each end are collections of the different kinds of wood and shrubs which grow in the neighborhood. One collection contains 139 varieties.

The following picture shows the crowd at the last day of school at South Boston. The entire community turned out with well filled baskets and had a good social time. The school entertained them in the afternoon with music, exhibition of drills and literary work.

Mr. Walter Elliott, the teacher in this district, has had eight years' experience and has had special normal training in rural school supervision and music.

At the close of four years' successful teaching in this district he was given a position in the schools of Clear Water, Florida, at an increased salary.

Thompson's Road, Five Miles East of Salem, in Franklin Township.

FAREWELL ADDRESS

By B. F. Taylor, *Ex-Trustee*

January 16, 1915

THE time has arrived when I appear before you for the last time serving in the capacity of township trustee. This is not only the closing of that work, but to-day I also sever my relation with the schools here which began the fall of 1898.

I do not feel justified in using the time allotted me in mere review of what I have done or failed to do. I deem it the time of rendering thanks. These six years of varied experience have been ushered into the past and whatever I might now say could not change their reality. I also recognize that whatever has been accomplished was made so by the help of others. And, too, I am not unmindful that friends would still smile and those unfriendly still frown regardless of what might here be said. I want then to render thanks to-day to those who have helped me in this great work. In doing so, I wish to offer my sincere thanks to my predecessors in office. To my knowledge I have never been unduly criticized by them.

While I have tried to do my best in every line of the work, still I am free to confess my greatest delight has been in the school work. I hope you will not count it boastful when I say I firmly believe the school work has never been higher in Franklin Township than now. It would be extreme egotism should I say it is because of my own efforts. I have every reason to believe the honor belongs to the teaching force. As evidence, I need only recall that when teachers of the highest order were in demand and important positions were to be filled, teachers of this township have been sought, some of whom are now filling with credit these places both within and without the State.

I, therefore, feel greatly indebted to the teachers of my entire term for their loyal support and untiring efforts to do the greatest possible good to our boys and girls. Our work together has been pleasant. As I stand here gazing backward I see six fleeting years each holding a finished record. Methinks I can see "Father Time" unroll the scroll and bid me gaze a moment. I behold the recorder dipping his pen in ink of gold and writing boldly, "Pleasure unlimited," "Co-operation without mutiny." Now with ink of darker hue he has written, "Blasted hopes," "Faulty judgment." Now the sunbeams have kissed the page and "Partial success" has been written. Thus the record assures us, success and failure, pleasure and care, fair judgment and poor judgment have given us a common place with all others. As with those before and those to follow I have been unable to do many things I had hoped to do.

Each question requiring our decision has been tested by these three questions, Is it lawful? Is it right? Is it within the reach of the township? I have tried to be mindful of the taxpayers in my expenditures. Yes, I am leaving with an indebtedness of $2,000 on the township. All of you know that for every dollar's worth of debt the township has received 100 cents in value.

Now with the kindliest feeling toward all I bid you a last farewell.

At the close of Mr. Taylor's speech, Mr. P. G. Houston arose and in behalf of the teachers of the township presented a new typewriter to Mr. Taylor.

Institute at South Boston, at which above address was given.

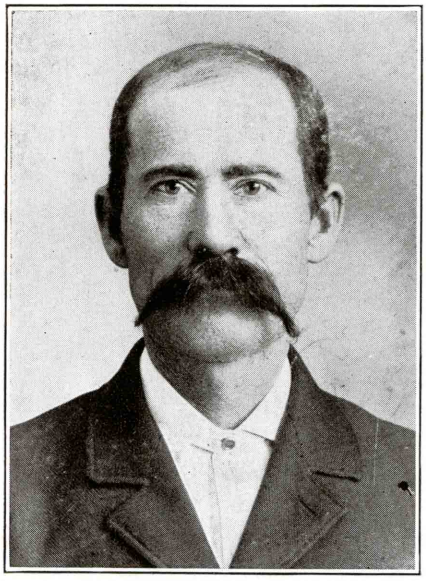
Waisner School House, Erected in 1913, Cost $1500.00.

Winslow School House, Erected in 1912, Cost $1600.00.

Dinner at the Last Day of Winslow School.

Patrons' Day, Mull School.
Charles Hartley, Teacher.

FRANKLIN TOWNSHIP'S OLDEST TEACHER



PERHAPS no one teacher has so influenced educational affairs in Franklin Township as Jason Brown. He began his career as a teacher in 1877 and taught for thirty-four consecutive years. His teaching was all done in Franklin Township.

Mr. Brown was left an orphan in early life and is in every sense of the term a self-made man. He mastered the common school subjects in the glare of the midnight oil.

"He, while his companions slept,
Was toiling upward in the night."

Mr. Brown made a deep impression on the minds of his thoughtful pupils. Many a teacher has boasted that he received instruction from Jason Brown. He inspired his pupils to look beneath the surface of the subject studied and to leave no subject unmastered.

The influence of this teacher will long be felt and will have its weight in the school affairs of his township.

Since retiring from active school work he has lived on his farm in the township he served so long and well.

CHESTNUT GROVE SCHOOL

By P. G. Huston

ORGANIZATION OF PUPILS

FOR the purpose of carrying on the school work in a more systematic way and at the same time providing the pupils with some excellent training along certain lines of business, an organization of the pupils was affected as follows:

Stanley M. Baker.....President
Alva W. Russell.....Vice-President
Alice M. Dismore.....Secretary
Tina M. Mull.....Treasurer
Grace M. Hartley.....Librarian

The President was supposed to preside at all of our meetings except the Spelling Bees, but in practice this was not quite accomplished. The work of looking after and arranging the industrial exhibits of the girls was given to her. This phase of the work has an excellent effect upon the discipline of the school.

The work of the Vice-President was less varied. He had charge of the boys' part of the industrial exhibits. Some good specimens of their own make were brought to school. One of the best was a bird box of a very complex pattern.

The Secretary had charge of the correspondence of the school. Through her aid we secured some valuable bulletins and circulars for our Agriculture and Domestic Science classes. We also secured for the school exhibits from the Washburn-Crosby Company, of Minneapolis, Minnesota; Postum Cereal Company, of Battle Creeck, Michigan; Chilian Nitrate Propaganda, of New York City; The Pacific Lumber Company, of San Francisco, California. We also received literature and circulars from many other firms, such as The International Harvester Company, of Chicago, Illinois; American Agricultural Chemical Company, of Cincinnati, Ohio; Darling & Company, of Chicago, Illinois; American Manufacturers' Association of Products from Corn, of Chicago, Illinois; The Goodyear Tire and Rubber Company, of Akron, Ohio.

The Treasurer had charge of all the finances of the school. The funds were deposited in the Henryville State Bank and checked out as needed. I secured a loan of $20.00 of this money, giving my note for the amount with interest at six per cent. This and many other phases of the financial department afforded ample opportunities for practical exercises for the Arithmetic work of the seventh and eighth year work.

The work of the Librarian was most exacting. We used the card system in all of the book loans outside of the school room. This kept the Librarian rather busy each morning and evening checking up the books and giving the proper credits for the books read. After our organization, I offered a book as a prize to the pupil who would read the books aggregating the largest number of pages before the term closed. The prize was given to Edith L. Dement, a sixth year pupil, who read seventeen books aggregating nearly 5,000 pages. She had some close competitors.

SPELLING AND DEBATING

We had numerous spelling bees during the term, some of Friday afternoon and some of evenings. While no great honors came to the school this year, yet I feel that the foundation is laid for some more definite results next year. The two from our class A sent to the local contest won second and third. These were Laura Blankenbaker of the seventh year and Grace Hartley of the eighth year.

Ciphering was also given much attention owing to the interest which the contests afforded. Almost every time that we had any special exercises, quite a number wanted to cipher. Not only were the four fundamentals used as a basis for the drill, but problems of a practical nature were used together with problems that occur in the Arithmetic classes. The greatest difficulty in this line was the overcoming of the pernicious habit of adding what I call the "Woodpecker" fashion. I have found this in several schools, but never to such an extent as here. Some of the upper grade pupils declared that they could add in no other way. Two eighth year pupils were quite expert in this method of adding (?), but a demonstration one morning soon convinced them that with all their skill they could add only about half as fast as they could by a better method.

The art of debating is fast going out of this section. Perhaps it should for all I know, but there are some features that are commendable from a pupil's point of view. Our debating was somewhat limited, but we had some interesting discussions.

THE LIBRARY

One hundred fifty-five books were obtained from the Public Library Commission at a cost of $2.56 for six months. Many of these books were read by the pupils, patrons and citizens of the district. Some were used in the preparation of the institute work of the township.

PERIODICALS

Just before Christmas we decided to secure as many magazines and papers as possible and keep them at the school house for reference when needed and supplement our regular reading. The pupils were asked to bring the periodicals to school as soon as they were read at home and left there till school closed. We used a leather punch and provided each paper with a string with which to hold it. The space between the door and the first window was chosen to hang them. They were so arranged that the title of each paper could be easily seen. This made a very nice exhibit. As soon as the next number of any paper was secured the old one was taken down and filed away and the new one put on exhibition.

The following are the principal ones brought:

Weekly—
- The Farmer's Guide.
- The Literary Digest.
- Indiana Farmer.
- Current Events.
- The Saturday Evening Post.
- The Pathfinder.

Semi-Monthly—
- Farm and Home.

Bi-Monthly—
- Bird Lore.
- Farmer's Digest.

Quarterly—
- The Furrow.

Monthly—
- Home and School Visitor.
- The Gentlewoman.
- The Teacher's Journal.
- The Mexican Enterprise.
- Successful Farming.
- The American Woman.
- McCall's Magazine.
- The Farm Journal.
- Woman's World.
- Green's Fruit Grower.
- The Missouri Valley Farmer.
- The Prairie Farmer.
- The Farmer's Wife.
- Good Stories.
- National Farmer and Stock Grower.

We did not get all the numbers of each paper but in addition secured some back numbers of others. We had one special Friday afternoon exercise devoted to a study and recitation based entirely upon the paper that each pupil liked best. It seems to me that these are educational resources that ought to be conserved.

CHESTNUT GROVE JUNIOR AUDUBON SOCIETY

The pupils decided to comply with the conditions of The National Association of Audubon Societies of New York City and form a local society. The required fee of ten cents for each member was sent to Mr. Gilbert Pearson, Secretary. In return we secured for each member the beautiful Audubon Societies' Button, a set of ten colored pictures, together with the outline drawings and descriptive leaflets as listed below:

Brown Thrasher.
Nuthatch.
Bluebird.
Downy Woodpecker.
Baltimore Oriole.
Robin.
Bobolink.
Goldfinch.
Song Sparrow.
Green Heron.

These outline pictures of the birds were of special interest to the pupils as they were required to be colored as the pictures sent with the outlines. The following are the by-laws of the society:

Article I. This organization shall be known as the Chestnut Grove Junior Audubon Society.

Article II. The objects of its members shall be to learn all they can about the wild birds, and try to save any from being wantonly killed.

Article III. The officers shall consist of a President, Vice-President, Secretary, Treasurer and Librarian.

Article IV. The annual fees of the Society shall consist of ten cents for each member; and the money shall be sent to the National Association of Audubon Societies in exchange for Educational Leaflets and Audubon Buttons.

Article V. The Chestnut Grove Junior Audubon Society shall have at least one meeting every month during the entire year.

The following are the members:

Grace Wilson.
Herbert Baker.
Lola Miller.
Hazel Dismore.
Willis Naugle.
Alva Russell.
Tina Mull.
Clifford Baker.
Floyd Miller.
Edna Dismore.
Edward Adkins.
Edith Dement.
Ralph Gray.
Stanley Baker.
Alice Dismore.
Laura Blankenbaker.
Grace Hartley.
Robert Baker.

A subscription to *Bird-Lore,* an illustrated bi-monthly magazine, was included in our membership. Among the most helpful books and bulletins that we had access to were "Attracting Birds about the Home," "Handbook of Birds of Eastern North America."

McKNIGHT FORT

By E. D. Tatlock

IN MARCH, 1809, William McKnight and his son, John, came to Washington County from Mercer County, Kentucky. William entered a quarter section of land about 1¼ miles west of New Philadelphia, which now belongs to Raleigh Elliott.

After a patch of ground had been cleared and some corn planted Mr. McKnight, with the help of the few people who then lived in the community, erected a log house. This house was 40 feet long and 20 feet wide. It contained two large rooms which were twenty feet square. In this the family lived until 1812.

During the year 1812, an attack of the Indians being feared, the people decided to build a fort on the MeKnight farm. So another house the same size as the one then standing was built just north and about 20 feet from it. The roof of each building slanted toward the open space between the two houses, so as to make the outside walls as high as possible. A stockade was constructed at each end and joining the two houses. There were two bastions, one at the northeast corner, and the other at the southwest. Hence all four of the walls were protected. The people at the fort were supplied with water from a spring about 100 yards north of the fort. During the war of 1812 three or four families lived in the fort most of the time.

About ½ mile west of the McKnight Fort was a larger one known as the Thompson Fort. It stood near the place where Albert Winslow now lives. The stockade surrounded about one acre of ground and a spring was inside the fortification. This fort instead of having bastions had two block-houses. As this fort was considered the stronger of the two, it was intended, in case of great uprising of the Indians, for all the white people in the community to go to the Thompson Fort. Nine or ten families lived there during the war of 1812. No signs of this fort remain today.

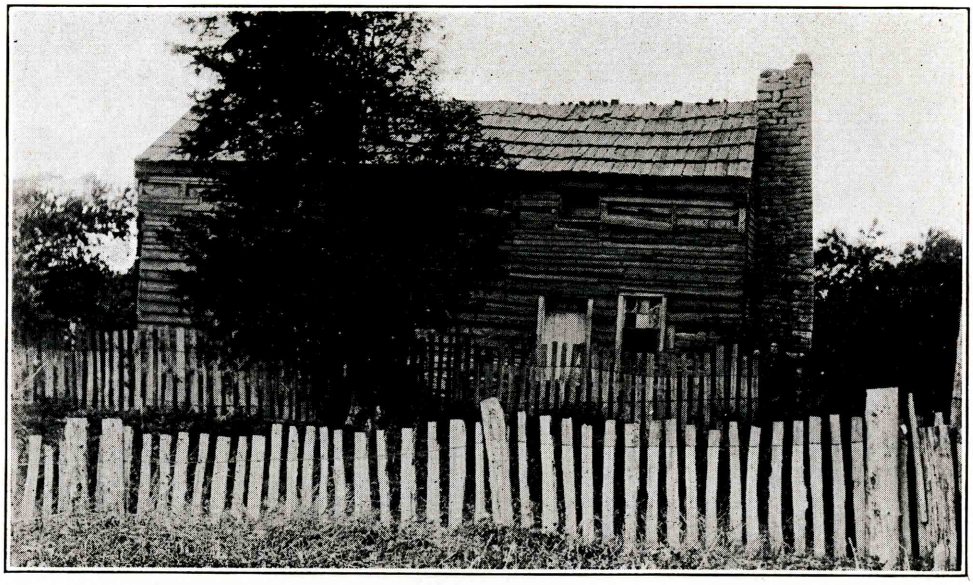
It is said that the early settlers in this community treated the Indians very kindly which perhaps is one reason that neither of these forts was ever attacked, as the Indians knew how to return good for good.

After the war was over the McKnight Fort was converted into a dwelling, and William McKnight lived there the remainder of his life. After his death his son, Robinson, and grandson, Charles, lived in it. It was used as a residence until the spring of 1898.

After standing empty for a few years the roof fell in, and the building was in such a bad state of decay that it was torn down about four years ago. No signs are left today except a part of the two chimneys which were made of stone.

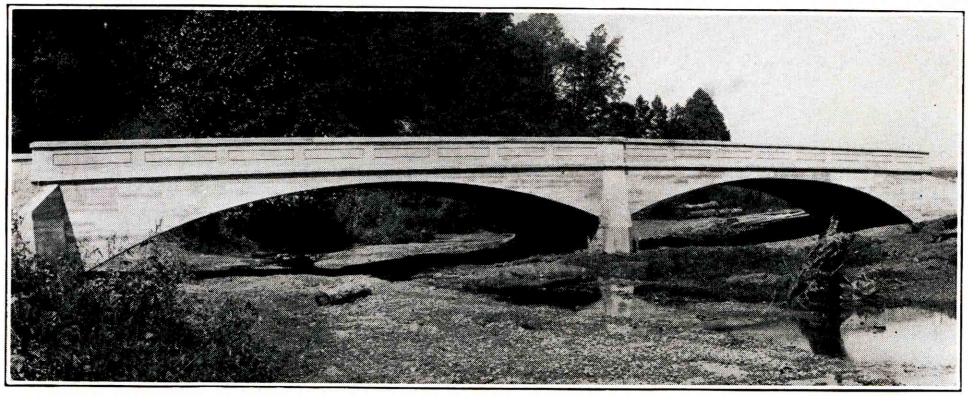
The part of the structure that is shown in the picture is the house which was first erected and the man standing near is William R. McKnight, the grandson of William McKnight, who built the house.

There were fifteen such forts in the county.



McKnight Fort.

"About sundown one evening at McKnight's Fort a young woman went out to milk a cow, and while thus engaged was terribly frightened to observe a big Indian peering at her from behind a distant tree. She was not long in finishing her work after that, and though very nervous, sauntered as if nothing had crossed her mind toward the fort. She entered, closed the door, and told what she had seen. Instantly preparations were made to warmly receive the visitors. The port holes were manned and arms and ammunition were quickly prepared. It soon transpired that William Tokay had impersonated an Indian to see what effect it would have on the fort."



Concrete Bridge Over Rush Creek, Jefferson Township. Built 1914. Cost $4703.00. By the end of 1915 there will be 28 of these bridges in the county.

AGRICULTURE

IN ANY rural community, agriculture is the dominant industry. Agriculture determines the modes of life, the ways of thinking, the basis of comparison. The problems in arithmetic can be more readily comprehended if they are cast in terms of the farm. The actual market price of a commodity bought or sold by a person may transfer a problem from the text to life. The language becomes at once interesting, if based upon actual experience. If the teacher knows his district in every detail—its farms, its houses, its acreage in wheat, corn and oats—he can make a concrete application of this subject.

But aside from making the work concrete, the dominant community interest may be made to serve another purpose. It may dignify work by creating respect for the industry in particular. Somehow, the things at hand have not been appreciated. The occupations of the fathers do not appeal to the sons. There is a belief that something better is to be found. Hence, there is a lack of respect for the calling of the father, and a lack of respect for manual labor. The boys and girls should be taught early that labor is honorable, and that idleness is disgraceful. They can be shown that brain and muscle can accomplish just as much on the farm as in the city, and the opportunities for success are as great.

The aim for presenting farm life in a community should be bringing the boys and girls into closer touch with Nature, encouraging a love for it by actual observation, teaching how farm products grow and are harvested, realizing something of their importance to the rest of the world, increasing their natural love and sympathy for animal life, and the appreciation of the beautiful in their own immediate environment.

"THE CLAYSVILLE SCHOOL"

THE industrial work has been carried on in the Claysville School for three years during which time a creditable equipment has been collected.

The exhibit consists of the apparatus and materials collected for the study of agriculture and articles made and used by the Domestic Science Class.

The work was done largely by the pupils themselves. The boys brought the different soils, clay, loam and sand,—dried and screened them. The rack for the perculation bottles was made from boards left from the school buildings. The perculation bottles were made by removing the bottoms from quart bottles. This was done by saturating a cord with kerosene, tying it around the bottle about an inch from the bottom, and burning it. The bottles should be held bottom up; and after the string has burned, put into a pan of cold water. Sometimes it is necessary to tap them lightly with a hammer. To these were added three lamp chimneys, a graduate, some blue litmus paper, some filter paper, a yard of muslin, some shallow pans, a ball of twine and some tin cups.

Egg testers and seed corn testers were made from dry goods boxes. A small kerosene lamp was used in the egg testers. A garden seed tester was made from two shallow pans and some blotting paper. Much of this work was done during recess periods on rainy days.

As many weed seeds ripen in the early summer, the weed seed collection was made before school began. A more complete collection was obtained from the United States Department of Agriculture. It contained the seeds of one hundred different weeds. A small hand lens was used in studying seeds. Some bulletins from the Michigan Station gave drawings and descriptions of many weeds, and enlarged drawings and descriptions of their seeds.

Samples of commercial feeds were obtained from the local feed stores. Fertilizers were obtained from Swift & Company and Armour & Company. The latter also furnished samples of phosphate, potash and dried blood.

The flour exhibit was obtained from the Washburn-Crosby and the Pillsbury Mills.

Samples of wheat, oats, corn, grass seeds, clovers and alfalfa were brought from the homes or obtained from the local dealer.

Tall glass jars or bottles with wide mouths and screw caps in which all samples were placed were purchased from the local druggist. The labels for these bottles were printed by the girls. They used a small rubber stamping outfit (letters one inch high).

Ten ears of corn, a bunch of alfalfa, and a bottle of maple syrup were brought from home by the boys. The corn was selected after three weeks of corn scoring. The syrup was made by the boys in a local camp.

Two dozen eggs in boxes furnished by Bloomer Brothers were added to the exhibit. The boxes were samples of boxes used for special trade.

A Silk Culture Cabinet prepared by the Nonetuck Silk Company was displayed. It was used to interest the class in the production of silk.

In addition to the things named above we had an illustration of the composition of milk, plants mounted with passe partout and oats treated for smut.

These things presented enough material for endless study and discussion, and aroused an interest in closely related subjects. For example,—the scoring of seed corn led to a discussion of gathering and storing of seed corn, the eggs, trap nest and tester led to the study of the housing and feeding of poultry; and the silk cabinet and woolen exhibit led to the discussion of textiles.

Work in domestic science was discussed in class. The girls did their baking and sewing at home, then compared results at school. The bread, the aprons, the dust caps and doilies were made without help. The boys and girls of the third grade helped to make the sewing bags and doll dresses. In connection with their agricultural work, the boys learned rope splicing.

The rubber stamping outfit mentioned above is useful in many ways. We used it to print a daily program, word cards for Primer, charts, number cards and word study cards.

In addition to school room work, we made inspection trips. One was taken to a nearby orchard to study pruning, distance to set trees, etc. Another was made to the woods to study forest trees. Swine were studied from a "pig-pen" not far from the school house.

In one of the pictures is a volley ball and net purchased by the school. Volley ball is a game enjoyed by boys and girls both large and small.

Mr. Rutherford is an experienced teacher who has had the six weeks' course in agriculture at Purdue University. He has aroused a wonderful community interest in the district. The patrons are so well pleased with his work that they have insisted that he be returned next year. This will make his fifth year in this school community.

Joint Institute, Brown and Vernon Township, 1915.

GIBSON TOWNSHIP

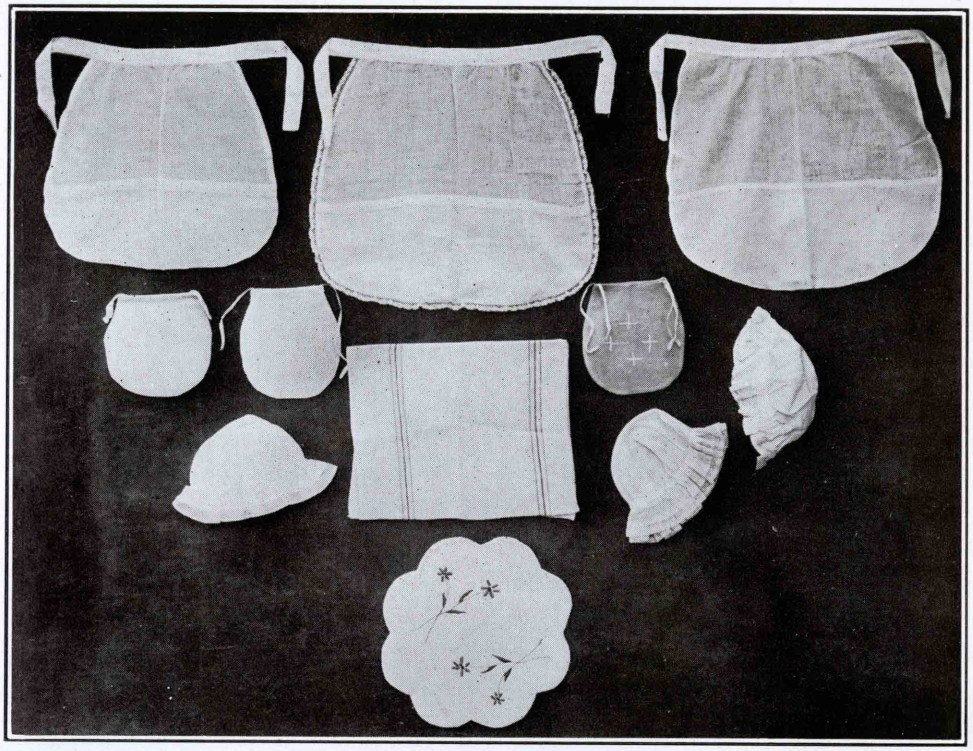
By W. A. Thompson

GIBSON Township occupies the northeast part of Washington County. It is bounded on the north and east by Jackson and Scott Counties, respectively, on the south and west in the main by the knobs. The south and west parts are very rolling, although the southwest part is more level. The history of this township is very similar to that of the remainder of the county. Among the early settlers were the Garriotts, Stills, Johnsons, Nichols and Fleenors. The township, including the incorporated village of Little York, has fifteen teachers. In 1898, a centrally located high school building was erected by Joseph Lester, who was then trustee. The first teacher of this high school was Alvin R. Franklin. This same year or the next, high school work was begun in Little York by Clarence Hawn. Several years later the two high schools were consolidated and located at Little York, and is now known as the Little York and Gibson Township High School. This high school offers a three years' course. Students on completing the course offered in this school continue their work in the Scottsburg and Salem High Schools.

While Gibson Township is not to be considered as one of the wealthiest townships in the county, yet she can lay claim to some of the finest farm lands that can be found in the county.

The schools of this township are in the hands of a body of teachers who are well educated, alert and progressive.

Pioneer Log Cabin, Head of "Hooey Holler."



"Mitchell" School, Mima Huckelberry, Teacher.
Girls and mothers in the community tried to imitate this work.

"When the frost is on the pumpkin,
And the fodder's in the shock."

MONROE TOWNSHIP

Teachers of Consolidated School:
VINNIE DENNY, *Principal*
LONNIE WINSLOW, *Grammar Grades*
CLARA E. UNNEWEHR, *Primary and Music*

Grade Building, Erected 1902-03, Cost $5000.00. Heated by Furnace.

A Tea Party.

Planting Maple Trees on School Ground, March 17, 1915.

FRANKLIN SCHOOL PROGRAM, MARCH 12, 1915

ARTHUR FISHER, *Teacher*

Song, "America."

"The Assessor" .....Five characters.
"Too Much of a Good Thing" .....Nine characters.
"Not a Man in the House" .....Five characters.
"Coon Creek Courtship" .....Two characters.

OPERA—"THE BOGUS SCHOOL INSPECTOR"

CAST OF CHARACTERS

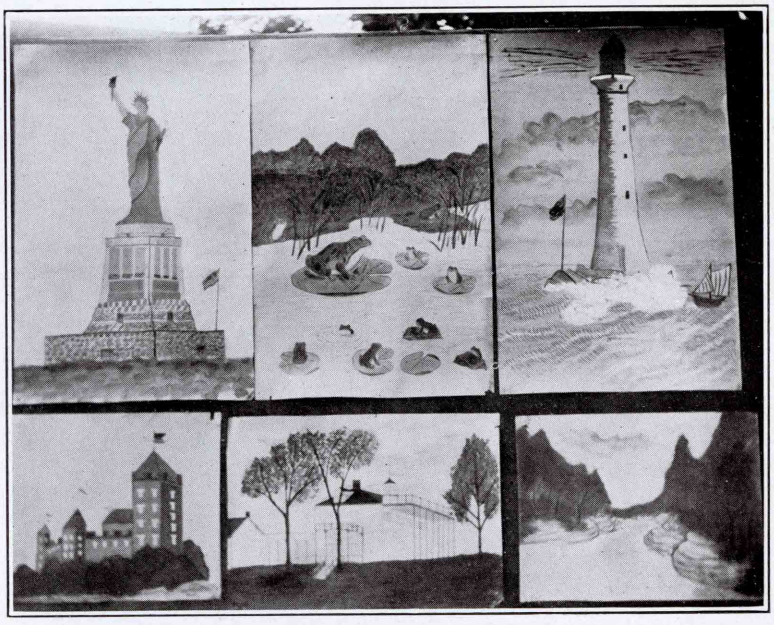
Miss Fig, Inspector of Schools .....Stella Stewart
Valet to Inspector .....Florence Plott
Miss Pointer, Teacher .....Irene Sifers
Mr. Fetcham, Truant Officer .....Bernard Motsinger
Johnny Stout, a Fat, Lazy Boy .....Edward Walters

Solo, trio and quartet parts carried by the characters, assisted in choruses by teachers, dunces and scholars.

Finale, "Our Task Is Done."

Patrons' Day, March 12, 1915.

Dinner.



Water Color Work by Pupils of Franklin School.

JACKSON TOWNSHIP

"AT THE POTTERSVILLE POSTOFFICE"

Play given by the School at Martinsburg

LENNIE MARTIN, *Teacher*

CAST OF CHARACTERS

(First row from left to right.)

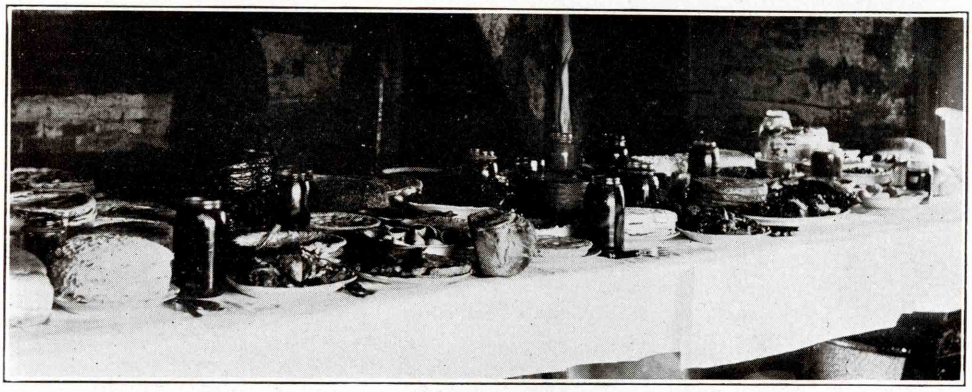
Col. Grabem, Constable ..... Lee Naugle
Alice Tucker ..... Greeta Bierly
Mrs. Tucker ..... Daisy Roberts
Deacon Tightwad ..... Fillmore Hein
Mrs. Jones-Warford ..... Bonnie Karnes
Kate Tucker ..... Golda Hottell
Professor U. R. Meek ..... John Roberts
Asylum Inspector ..... Aley Brock

(Second row.)

Sam, Expressman ..... Walter Bell
Sally, Maid-of-All-Work ..... Lillian Voyles
William Lovelorn, Postmaster ..... W. T. Roberts
Widow Moore ..... Lennie Martin
Escaped Lunatic ..... Ovel Corn
Madge Stitch, Seamstress ..... Ida Sloan

Outlook School at West's Falls.

Patrons' Day at Lick Branch.
A. B. Frantz, Teacher.
Mr. Frantz is the oldest active teacher in the county, and has taught 38 terms.



Dinner at Lane's School.

Joint Institute, Jackson and Pierce Townships, at Mt. Washington.

PIERCE TOWNSHIP

Dinner at Joint Institute, at Mt. Washington.

Sewing, Mt. Washington.
Nada Blackman, Teacher.

Dinner at the Ratts School.

Domestic Science at the Ratts School.
Estella Bartlett, Teacher.
Two twenty-minute periods per week were devoted to this work.

Dinner on Patrons' Day at Souder School.
Bernice Graves, Teacher.

Patrons' Day at Republican School.
Joe Hahn, Teacher.

HOWARD TOWNSHIP

The above picture shows the crowd at the last day at Douglas School, March 9, 1915. The crowd was estimated at 200. Mr. M. U. Huff, the teacher, aged 50, taught the same school 31 years ago, in the winter of '83-'84. Many of the patrons now were pupils then. The enrollment then was 52. This year there were 26. The patrons brought a big dinner and the school gave a literary program in the afternoon.

"Chimney Rock," Howard Township, Ten Miles Southwest of Salem.

THE FLOWER CLUB

Officers

President.....Mrs. Edgar D. Bush
Vice-President.....Juanita Durnil
Secretary.....Hazel Dean
Treasurer.....Helen Schaffer
Membership Committee.....Gladys Wyman

Our school terms are short and vacations long. Realizing the need of something in the educational line for our girls in summer, Mrs. Edgar Bush organized this little class, called "The Flower Club."

There are twenty-two members. They meet every two weeks and beginning with the next meeting will have all day sessions, the girls coming and going while it is cool.

With songs and marches, rapid drill work (mental arithmetic), music, reading, gardening, demonstrations, serving, rambles in the woods for such things as Jack-in-the-Pulpit to be studied with the poem, a hunt for "The Spreading Chestnut Tree" under which to study The Village Blacksmith, and so many things in God's great school-room with Mother Nature as teacher, the girls spend an interesting day.

At the next meeting the girls will make seed-bags and begin their collection of seeds for next year. They will study one of the flower children, The Radish Bloom, and gather the seed babies, that have been tucked away so snugly by their mother, in their little cradles, for a long, long sleep, each with a basket of lunch.

The development of the social and the musical instinct, keeping them in touch with their school studies, brightening their vacation period and awakening a new interest in things about us; as birds, bees, flowers, trees, etc., is the purpose of this class.

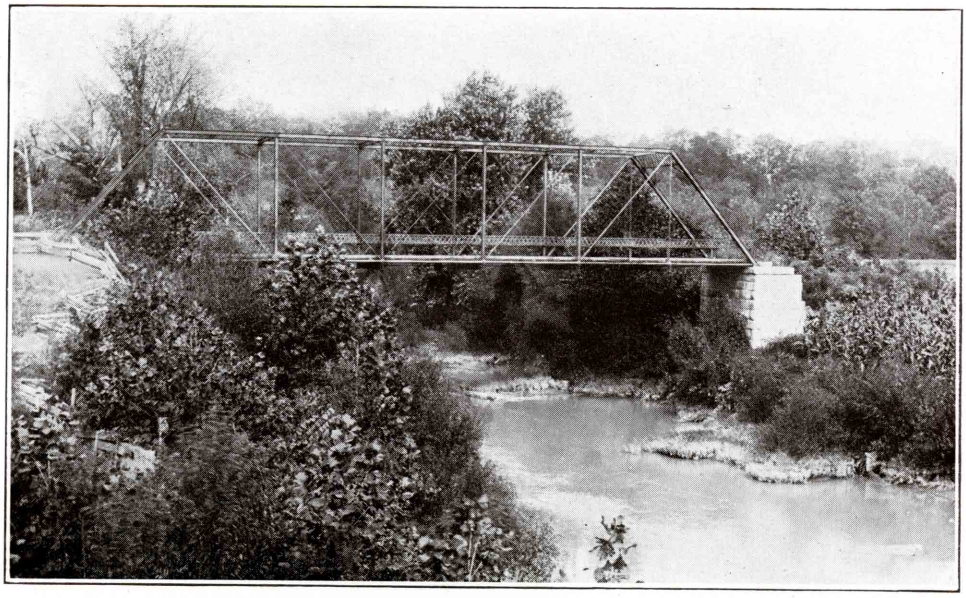
Children today are the men and women of tomorrow. Let us strive to find some time for our girls.

Beck's Mill.

The first mill at this site was built of logs in 1808. The building shown in the picture was erected in 1861. The mill was used to grind flour and corn meal as late as 1905. It is now used mainly to crush grain for feed.

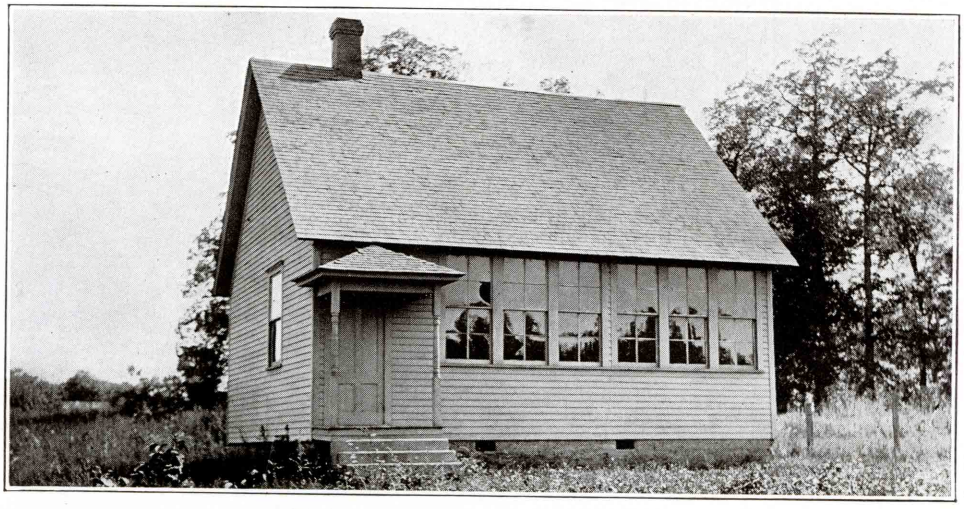
Log School House, Beck's Mill.

This building was erected for church and school purposes about 1808. It was used last as a school building in 1859. John A. Beck, the man in the picture, is 77 years of age. He attended school in this building 56 years ago. The boy standing near him is his grandson, Lawrence, age 14.

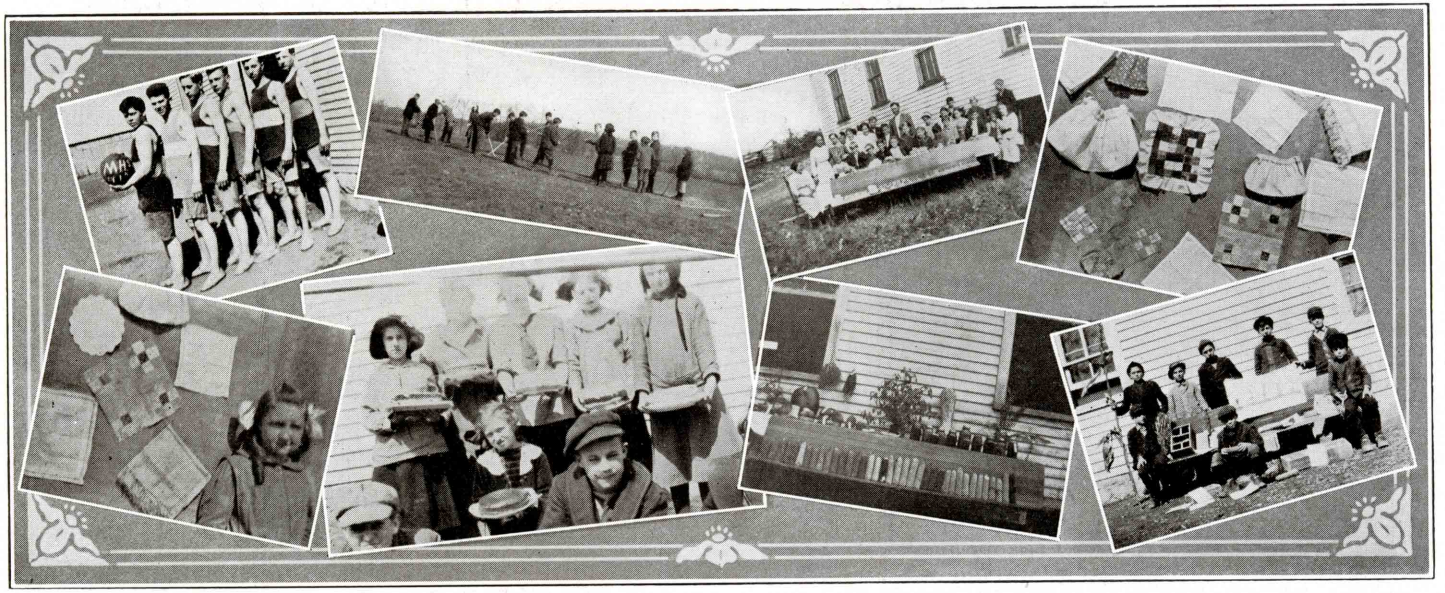


Bridge Over Blue River at Rudder's Ford, Near Beck's Mill.

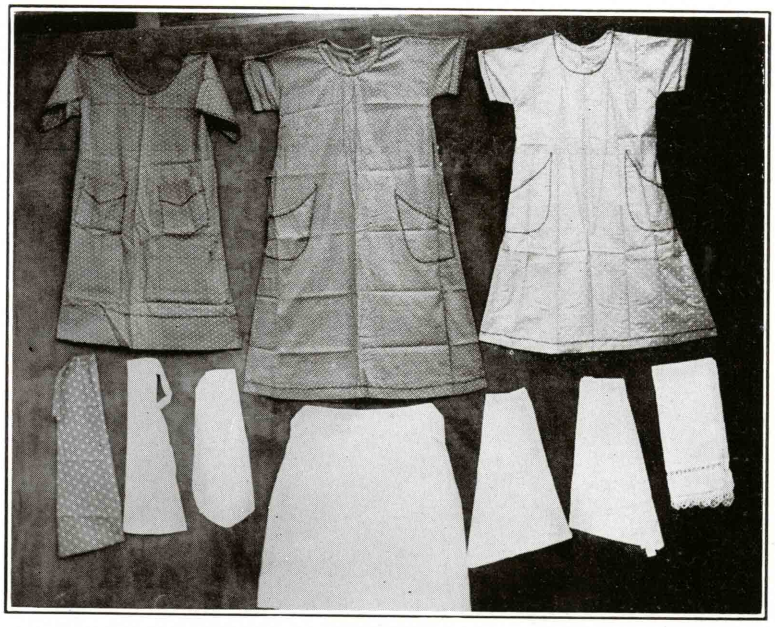
"John Beck commanded a company of rangers at the battle of Tippecanoe, in November, 1811. Upon the return of the men a volley was fired at Beck's Hill. This volley was heard a long distance and gave rise to the report that the settlers there had been attacked by the Indians. About that time a fire, which had been started in the woods, threw up large volumes of smoke, and the report also went out that the Indians were burning the cabins and murdering the settlers. People hastily gathered in strong cabins and forts and made the best preparations possible for defense, but soon the delusion was dispelled."



Bierly School, Erected 1912, Cost $1068.00.



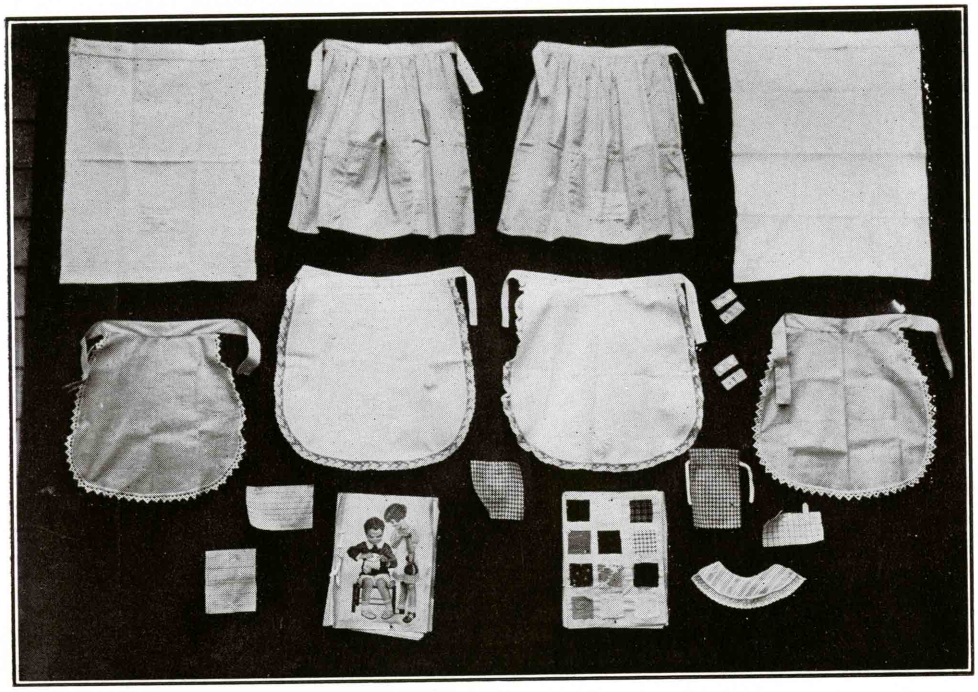
Top Row (Left to Right)—Monroe Basketball Team, Hockey at Republican, Dinner Prepared by Pupils at Beech Grove, Sewing at Souder.
Bottom Row (Left to Right)—Sewing at Souder, Cooking at Hardinsburg by Boys and Girls, Agriculture at Quarry School, Agriculture at Pleasant Grove.



Sewing, Hardinsburg.
Polly Roberts, Teacher.
Grammar Grades, Music and Domestic Science.

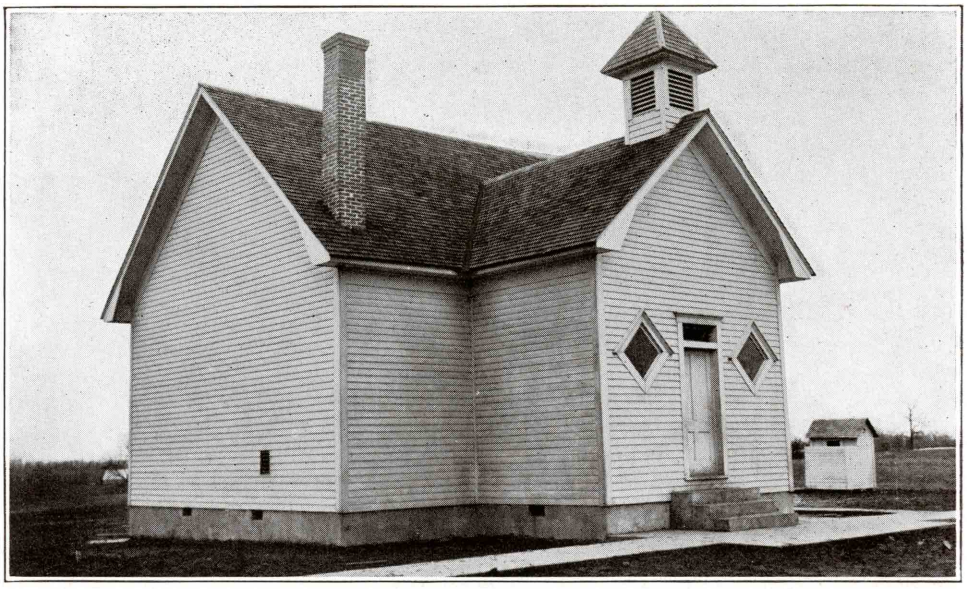
Street Scene, Hardinsburg, on "The Dixie Highway."

Hardinsburg maintains a two-year high school course, for which the students receive full credit in the Salem High School, graduating at the end of two more years' work.



Sewing, Hatfield School, Jefferson Township.
Nelle Caspar, Teacher.

Prowsville School, Jefferson Township, Erected 1912, Cost $1800.00.



Hop Thompson School, Brown Township, Erected 1911, Cost $1250.00.

Sewing, Mt. Carmel School.
Mrs. Lillian Baker Jean, Teacher.

Last Day, Fair View, Brown Township.
A. C. Williams, Teacher.

Last Day, Spangler, Brown Township.
Roy Hardin, Teacher.

Last Day, Mt. Carmel, Brown Township.
Mrs. Lillian Baker Jean, Teacher.

DIALOGUE LAST DAY FAIR VIEW

A. C. WILLIAMS, *Teacher*

THE SECOND GRADE ARITHMETIC CLASS

Teacher of the School: Magel will hear the second grade recite.

Magel: Second Grade Arithmetic Class, stand, pass, be seated. What is the work for today, Class?

Class: The multiplication tables.

Magel: Give the tens, Iva.

Iva: 10, 20, 30, 40, 50, 60, 70, 80, 90, 100.

Magel: How many tens are there in one hundred?

Iva: Ten.

Magel: Give the table of twenty-five, Bethel.

Bethel: 25, 50, 75, 100, 125, 150, 175, 200, 225.

Magel: Two dollars and twenty-five cents is how many quarters?

Bethel: Nine.

Magel: Give the table of one-half, Kenneth.

Kenneth: ½, 1, 1½, 2, 2½, 3, 3½, 4, 4½, 5.

Magel: Give us the multiplication table of some big number, Leland.

Leland: 10,000, 20,000, 30,000, 40,000, 50,000, 60,000, 70,000, 80,000, 90,000, 100,000.

Margaret: Teacher, Teacher, I can give a larger number than that.

Magel: All right. Give it.

Margaret: 1,000,000, 2,000,000, 3,000,000, 4,000,000, 5,000,000, 6,000,000, 7,000,000, 8,000,000, 9,000,000.

Magel: Give the threes, Ruby.

Ruby: 3, 6, 9, 12, 15, 18, 21, 24, 27.

Magel: Give the twos, Margaret.

Margaret: 2, 4, 6, 8, 10, 12, 14, 16, 18.

Magel: Give the table of fifteen, Tommy.

Tommy: 15, 30, 45, 60, 75, 90, 105, 120, 135.

Magel: Say the fives, Iva.

Iva: 5, 10, 15, 20, 25, 30, 35, 40, 45, 50, 55, 60, 65, 70, 75, 80, 85, 90, 95, 100.

Magel: One hundred is how many fives?

Iva: Twenty.

Magel: Say the twenties, Tommy.

Tommy: 20, 40, 60, 80, 100, 120, 140, 160, 180.

Magel: You give the fives, Margaret.

Margaret: 5, 10, 15, 20, 25, 30, 35, 40, 45.

Bethel: Teacher, can you give the fifties?

Magel: I can. 50, 100, 150, 200, 250, 300, 350, 400, 450. You may give us the twelves, Bethel.

Bethel: 12, 24, 36, 48, 60, 72, 84, 96, 108, 120, 132, 144.

Magel: Give the table of five hundred five, Leland.

Leland: 505, 1010, 1515, 2020, 2525, 3030, 3535, 4040, 4545.

Magel: You may give the table of two hundred two, Hulda.

Hulda: 202, 404, 606, 808, 1010, 1212, 1414, 1616, 1818.

Magel: Say the one hundred fives, Iva

Iva: 105, 210, 315, 420, 525, 630, 735, 840, 945.

Magel: Give the table of two hundred three, Hulda.

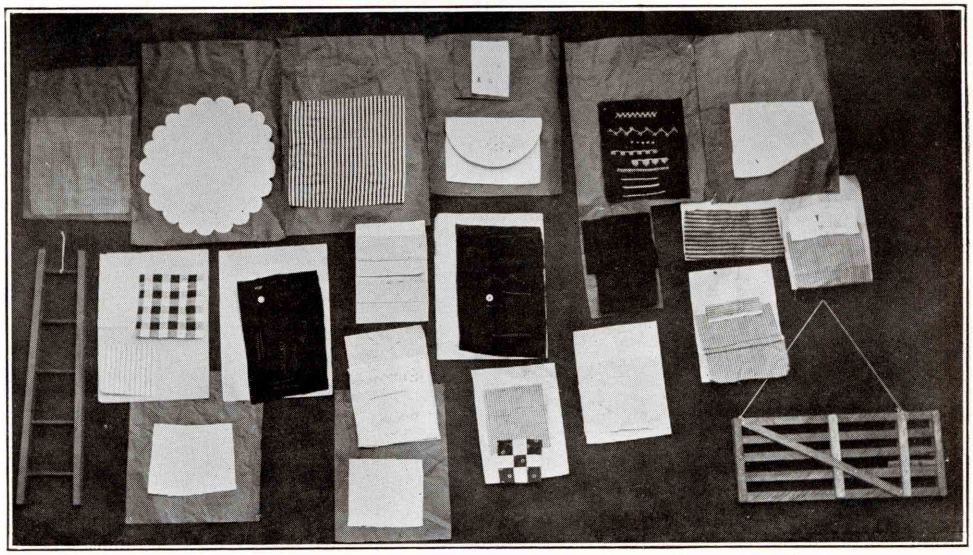
Hulda: 203, 406, 609, 812, 1015, 1218, 1421, 1624, 1827.

Magel: Let's go back to the tens. You give them, Ruby.
Ruby: 10, 20, 30, 40, 50, 60, 70, 80, 90, 100.
Magel: Give the nines, Bethel.
Bethel: 9, 99, 999, 9,999,—
Magel: What kind of a table is that?
Bethel: I don't know.
Magel: No, nor anybody else. Now, give the sixes, Bethel.
Bethel: 6, 12, 18, 21, 24, 27, 28, 29, 30.
Magel: Wrong, wrong, very wrong. Now, say that backwards to get it out of your head.
Bethel: 30, 29, 28, 27, 24, 21, 18, 12, 6.
Magel: Now forget the mistakes and say the sixes right.
Bethel: 6, 12, 18, 24, 30, 36, 42, 48, 54.
Magel: The class is excused.

THE FOURTH GRADE ARITHMETIC CLASS

Teacher of the School: We'll finish the school work for this term with two recitations in arithmetic. Inez will take charge of the first class.
Inez: Fourth Grade Arithmetic Class, stand, pass, be seated. What is the work for today, Class?
Class: Saying some of the multiplication tables.
Inez: Give the table of one-half, Harry.
Harry: ½, 1, 1½, 2, 2½, 3, 3½, 4, 4½, 5.
Inez: Five is how many times one-half?
Harry: Ten.
Inez: Give the table of one and a half, Mary.
Mary: 1½, 3, 4½, 6, 7½, 9, 10½, 12, 13½, 15.
Inez: Give the table of two and a half, Clara.
Clara: 2½, 5, 7½, 10, 12½, 15, 17½, 20, 22½, 25.
Inez: Give the table of five hundred, Aldo.
Aldo: 500, 1000, 1500, 2000, 2500, 3000, 3500, 4000, 4500.
Inez: Four thousand five hundred is how many times five hundred?
Aldo: Nine.
Inez: Give the squares of the numbers up to nine, Jesse.
Jesse: 1, 4, 9, 16, 25, 36, 49, 64, 81.
Inez: Give the table of twelve and a half, Clara.
Clara: 12½, 25, 37½, 50, 62½, 75, 87½, 100.
Inez: One hundred is how many times twelve and a half?
Clara: Eight.
Inez: Give the table of two hundred, Harry.
Harry: 200, 400, 600, 800, 1000, 1200, 1400, 1600, 1800.
Inez: Give the table of thirty-three and one-third, Aldo.
Aldo: 33⅓, 66⅔, 100.
Inez: One hundred is how many times thirty-three and a third?
Aldo: Three.
Inez: Why do you stop with one hundred?
Aldo: It is easier and handy.
Inez: Give the table of sixteen and two-thirds, Mary.
Mary: 16⅔, 33⅓, 50, 66⅔, 83⅓, 100.
Inez: One hundred is how many times sixteen and two thirds?
Mary: Six.
Inez: Give the twenty-fives, Harry.
Harry: 25, 50, 75, 100, 125, 150, 175, 200, 225.
Inez: Give the table of one-eighth, Mary.
Mary: ⅛, ¼, ⅜, ½, ⅝, ¾, ⅞, 1.

Inez: One is how many times one-eighth?
Mary: Eight.
Inez: Give the squares of the fractions ½, ⅔, ¾, up to ⅞, Jesse.
Jesse: ¼, 4/9, 9/16, 16/25, 25/36, 36/49, 49/64, 64/81.
Inez: Why do we study the multiplication tables, Aldo?
Aldo: To get by memory the sets of numbers we use often.
Inez: Why do we usually stop with nine times a number, Clara?
Clara: Because we do not often need a table any higher.
Mary: Teacher, can you give the nines backwards?
Inez: Certainly.
Mary: Let's hear you.
Inez: 81, 72, 63, 54, 45, 36, 27, 18, 9.
Mary: I'd like to hear Aldo give the sixes upside down.
Inez: All right. Aldo, give the sixes upside down for Mary.
Aldo: 9, 18, 27,—
Inez: The sixes, Aldo, not the nines.
Aldo: 36, 45, 54, 63, 72, 81.
Inez: Explain yourself, Aldo.
Aldo: See this six on the calendar? Turn the calendar upside down, then the six becomes a nine. And that is what I gave.
Inez: Oh, yes; like a written h turned over for a y, or a y for an h.
Mary: Teacher, can you give the ones?
Inez: Certainly. 1, 2, 3, 4, 5, 6, 7, 8, 9. Now, Aldo, give the table of 2520 multiplied by the series of fractions, ½, ⅓, ¼, up to 1/9.
Aldo: I can't.
Inez: Take the fraction ⅘ and multiply it by the series, ⅛, ¼, ⅜, up to ⅞, Clara.
Clara: I can't.
Inez: You are all promoted to the Fifth Grade. You are excused.



Work in Sewing, "Cedar Springs."
John Beard, Teacher.

Dinner and Sewing Exhibit, Phillips School, Washington Township.
Eva Lois Parlee, Teacher.

Last Day, Oxonia.
C. H. Smedley, Teacher.

Last Day, New Hope.
Bertha Putoff, Teacher.

Last Day, Brooks.
Lucretia Payne, Teacher.
Of the twenty-five pupils in this school only two are girls.

Brewer School, District No. 6, Washington Township. Built 1909. Cost $1500.00.
Has heater in basement.

THE COUNTY "SPELLING BEE"

THE County Spelling Bee is held the second Saturday in March of each year in the Salem-Washington Township High School Building. Every corporation and township holds a contest the first Saturday in March to select their champions for the county contest.

The Crowd at the 1915 Spelling Bee.

There are three classes of contestants: Class A consists of two pupils who are enrolled in the seventh and eighth grades. Class B consists of two pupils who are enrolled in the fifth and sixth grades. Class C consists of two pupils who are enrolled in the second, third, and fourth grades. The first and second best spellers of each class in the local contests are eligible to enter the same class in the county contest.

On the last Friday in February each teacher holds a spelling contest to select representatives from his school for the Classes A, B and C in the township contest.

Any pupil who has been champion of the local contest and who did not attend the county contest is not eligible to enter any local contest again.

Each teacher is responsible for the presence of his champion spellers at all contests.

The County Board of Education awards prizes to the first and second best spellers in each class contest.

The following rules are observed in conducting all contests:

1. The contestants shall have but one trial at each word. Repetition without change shall be regarded as no trial.
2. Webster's New International Dictionary shall be authority in pronunciation.
3. If a word is spelled more than one way, the Dictionary shall be the authority.
4. Contestants will not be asked to give abbreviations or definitions.
5. Pronouncers shall give the meaning of all words pronounced alike but spelled differently.
6. The word shall be pronounced by the contestant before he spells it.
7. No whispering shall be allowed during any of the contests.
8. In case all contestants who are on the floor fail to spell a word, the word shall be dropped, all who missed shall re-enter the contest and the next word pronounced.
9. Contestants from the same school shall not stand near each other in the local contest, nor shall contestants from township stand near each other in County Contest.

The Alexander Speller, The Indiana Speller and the McGuffey Speller will be used in the County Contest. The books will be used in the same order as named.

The County Contest begins at 10 a. m. and at 1:15 p. m.

The Contestants at 1915 Spelling Bee.

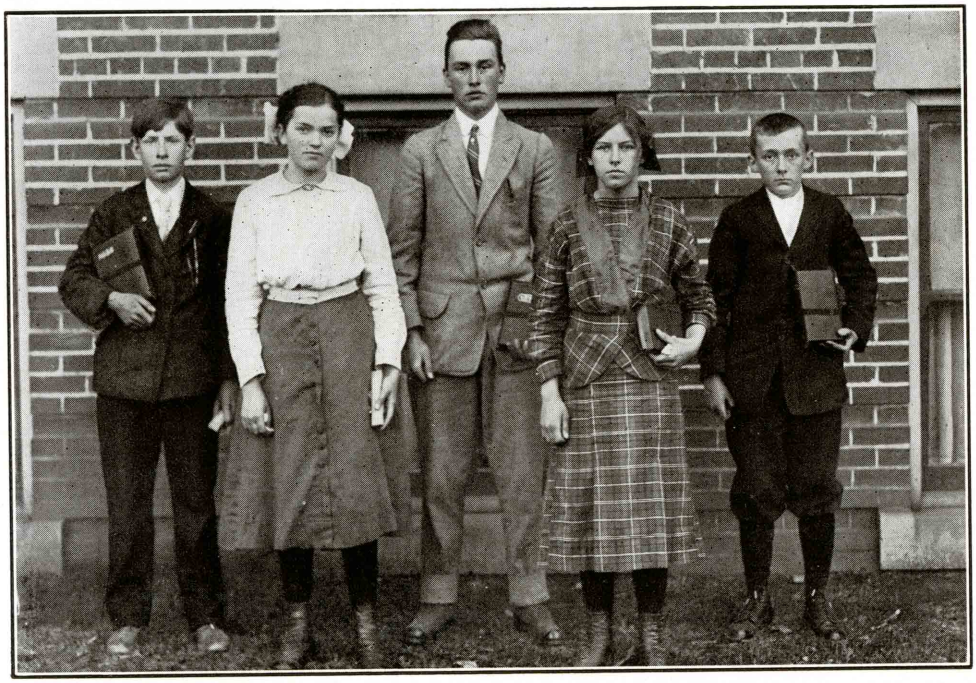
"The attendance was good and the interest manifested by the pupils and teachers prove that Spelling is receiving due attention from the teachers of our county. The children made a splendid showing in this subject and it encourages us to believe that old time spelling may again become paramount in the branches taught in our common school course."—*Salem Democrat.*

Flag Drill by Franklin School at 1915 Spelling Bee.

"A great interest is aroused in the county schools every winter in the subject of spelling and many spelling bees are held of evenings preparing for the big county contest held every spring by County Superintendent Orra Hopper, who thus hopes to overcome the tendency to slight the subject of spelling in the schools.

"The usual big crowd of young people, fond parents and interested friends made the day a lively one for the county capital. The auditorium of the high school was crowded both morning and afternoon, standing room being in demand some of the time."—*Republican-Leader.*

Canton School Coming to the Spelling Bee.
Lee Mitchell, Teacher Grammar Grades.
Susan Baynes, Teacher Primary Grades.



Winners, 1915.
Left to Right—Gilbert Matthews, Edna Martin, Ralph Turner, Mabel Wright, Herman Gray.
Gilbert Matthews is the county champion.

TABLE SHOWING AVERAGE GRADES IN SPELLING ON DIPLOMA EXAMINATIONS

	1912	1913	1914	1915	Grand Average
Gibson Township	81.7	91.6	82.	92.4	86.6
Brown Township	92.	95.	88.	94.5	92.3
Franklin Township	90.8	94.8	86.	89.	90.1
Howard Township	94.	97.	91.5	90.7	93.3
Jackson Township	88.8	93.3	88.2	94.	91.
Jefferson Township	90.	96.7	88.5	94.2	92.3
Madison Township	86.6	94.3	86.	93.3	90.
Monroe Township	83.	91.3	93.	90.6	89.4
Polk Township	93.4	94.6	91.	94.2	93.3
Pierce Township	86.7	83.5	88.	88.7	86.7
Posey Township	92.6	94.2	92.	93.4	93.
Vernon Township	86.5	93.6	92.	93.5	91.4
Washington Township	91.	94.6	84.	95.7	91.3

AVERAGE IN SPELLING ON TEACHERS' EXAMINATION

	March	May	July	August	Grand Average
1876	83.	82.8	77.2	83.9	83.7
1906	95.	90.	96.	94.	92.5
1912	92.	95.	95.	95.	94.2

Fredericksburg School, Erected 1913, Cost $2400.00.

BIBLE STORIES

EIGHTH grade students who took the diploma examination were requested to write stories on Moses, Joseph, and Job. These stories were graded on originality, language, and thought. Prizes were awarded the writers of the three best stories.

THE STORY OF JOB

By Richard Brock, *Age 13*

There lived in the land of Uz a man named Job, who feared God, and was careful to do no evil. God gave him great riches. Job had seven sons and three daughters. His sons and daughters, who were grown, feasted together and made merry. When the feasts were over Job always asked them if they had done wrong because he feared they had displeased God.

After Job enjoyed his riches for many years God sent trouble upon him to test his patience. His oxen and asses were driven away by robbers, his sheep were burned by fire falling from the sky and his sons and daughters killed. But Job was patient and said that God took them away because he knew what was best.

God sent him more trouble, such as sickness and sore boils which covered his body. Then Job sat down in despair. His three friends came to comfort him; they thought his troubles were because of some evil he had done. But Job knew better. He said he would rather die than live. When he saw he couldn't die, he became impatient and found fault and said God was cruel to him.

Job became angry at his three friends and they talked angrily to each other. They heard a voice speaking out of a whirlwind; it was the voice of God. He said Job's three friends had done wrong to him and therefore should offer a burnt offering and ask Job to pray for them for He would hear his prayers. They did as God commanded and Job prayed for them; and they were forgiven. Then God took away Job's sickness and gave him twice as many riches as he had before. He had seven sons and three daughters born unto him again.

His brothers, sisters and friends and children came to his house and had a great feast. Every man gave a piece of money and an earring of gold.

He lived happily the rest of his life and there were no women in all the land as beautiful as his daughters.

He lived one hundred and forty years.

THE STORY OF JOSEPH

By Doris E. Gibson, *Age 14*

Joseph, the son of Jacob, was born in Syria. He was the eleventh of twelve sons, and because he was his father's favorite his brothers hated him. While he was young he had dreams which his brothers thought meant that he would some day rule over them and this made them hate him more.

Joseph's brothers took their father's flock to graze in another land. Jacob sent Joseph, who was then seventeen years old, to find out if his brothers were well. His brothers saw him coming and decided to kill him, but Reuben persuaded them not to kill him but to place him in a pit. They did this and later sold him to a party of Ishmaelites. His brothers dipped his coat in blood and took it to Jacob. He felt sure that a beast had devoured Joseph and he mourned many days.

The Ishmaelites took Joseph to Egypt and transferred him to the service of the king. Later he was thrown into prison having been falsely accused. While in prison he interpreted the dreams of the king's butler and baker and because of their fulfillment he was called upon

to interpret the king's dream. After this the king released him and made him governor over all the land. Joseph then had the people to prepare for a great famine.

When the famine came, Egypt was like a large granary and people came from many lands to get food. Jacob, Joseph's father, sent his sons to get food. When they came to Joseph without knowing him and he made himself known to them there was much rejoicing.

His brothers brought Jacob to live in Egypt with Joseph and he remained here many years.

THE STORY OF MOSES

By Bruce Hoar, *Age 15*

After Joseph died, his people stayed in Egypt, and after a few years there were so many Israelites in Egypt that the new king (whose name also was Pharaoh) began to fear that they would finally take his crown away from him; so he ordered that all the young boys of the Israelites be killed.

Now, there was a woman among these people named Jochebed who hid her little son in the bushes of a river.

After a while he was found by Pharaoh's daughter who took him and gave him to his mother to nurse. (She didn't know that she was giving him to his mother.) He grew and she called him Moses.

After Moses grew to be a man he refused to be called the son of Pharaoh's daughter; so he ran away to where the Israelites were making bricks. As he approached them he saw an Egyptian beating an Israelite. Moses slew the Egyptian and hid him in the sand. King Pharaoh tried to kill Moses, so he fled into the land of Midian where he married and stayed forty years. One day while Moses was on a mountain with his father-in-law's flock, he saw a burning bush and God called to him out of the midst of it and told him that he must go down into the land of Egypt and bring the Israelites out of that land into the wilderness where they could worship Him. Moses began to make excuses but God told him that his brother Aaron would go with him and that He would certainly be with them and keep them from any harm. So Moses and Aaron went and told Pharaoh that God had commanded him to let the Israelites go into the wilderness and worship Him there; but Pharaoh wouldn't let the people go.

Then Moses and Aaron went out from Pharaoh and God sent ten plagues on the land of Egypt; the first of them was a plague of blood, when the water was all turned to blood; then He sent frogs, lice, flies, murrain of beasts, boils, hail, locusts, darkness and the death of the firstborn. Not until after the death of the firstborn would Pharaoh let the people go. Although none of the Israelites were hurt, the Egyptians suffered greatly. Then Moses gathered together all the Israelites and they started on their journey to the wilderness, God going before them in a pillar of fire.

When Pharaoh saw the danger was over, he sent his men to bring them back. Just as the Israelites were at the Red Sea, they saw the Egyptians coming. They were very much frightened when they saw them, but Moses stretched out his hand over the waters and they parted, and the Israelites passed over on dry land.

Pharaoh and his men were about half way across when the Israelites were over. Just as the Israelites were across, the waters closed in upon the Egyptians and not one of them escaped.

On account of the people's disobedience they wandered around through the wilderness for many years, and lived on manna which fell from heaven. On Mt. Sinai Moses received the law (from God) from which the ten commandments are taken. At one time the people were without water for so long that God told Moses to speak to a certain rock and water would run out of it. Moses was so vexed with the people that he smote the rock also; for this sin Moses was not allowed to go into the promised land.

God told Moses to go upon a high mountain and look over into the land of Canaan but not to go into it. On this mountain Moses died, and no one to this day ever knew where he was buried.

TABLE SHOWING AVERAGE SCHOLARSHIP, AVERAGE AGE, AND NUMBER OF DIPLOMA GRADUATES FROM EACH TOWNSHIP

THE AVERAGE SCHOLARSHIP

Washington Township..	Vernon Township.....	Posey Township.....	Polk Township.....	Pierce Township.....	Monroe Township.....	Madison Township.....	Jefferson Township.....	Jackson Township.....	Howard Township.....	Gibson Township.....	Franklin Township.....	Brown Township.....	
78.2	82.	83.6	78.3	76.5	81.1	85.7	78.8	82.4	78.2	80.9	81.6	77.	1908
78.6	80.6	80.3	79.6	77.2	80.	....	80.2	82.2	82.6	75.6	87.5	83.5	1909
79.6	84.7	81.2	78.6	82.1	78.4	80.2	81.	80.8	80.6	81.7	87.9	81.4	1910
77.6	84.8	80.2	84.4	84.4	78.	80.8	79.3	82.8	80.7	79.8	82.4	76.	1911
81.2	80.5	86.3	82.1	83.5	77.1	84.5	79.7	80.1	85.1	80.	82.9	84.7	1912
77.8	80.8	79.1	85.7	78.4	77.3	78.5	82.1	82.2	76.4	79.7	82.7	79.6	1913
81.6	84.7	80.7	88.1	81.7	81.2	79.4	79.	80.2	82.8	84.9	85.6	80.3	1914
85.4	84.2	80.1	81.6	80.	80.1	81.2	83.1	80.1	80.2	82.4	79.6	82.8	1915

AVERAGE AGE

15.	15.	14.6	16.	15.2	15.3	14.2	15.	15.7	14.2	14.2	14.8	18.	1908
14.6	15.4	15.5	14.5	14.7	15.6	....	16.6	15.2	15.6	15.8	15.4	15.3	1909
14.7	14.7	16.	14.8	15.5	15.4	16.5	15.7	15.	14.	15.3	15.7	16.	1910
15.	15.5	14.5	15.1	14.2	15.	15.9	15.6	15.	17.5	15.5	15.1	14.	1911
14.1	15.3	14.8	14.3	14.9	15.	14.4	16.	15.2	17.	15.6	15.8	15.	1912
14.6	14.7	16.1	14.6	14.7	16.3	14.6	15.4	15.3	16.3	14.3	15.	17.	1913
14.4	15.	15.3	15.2	15.	14.7	16.2	16.	14.7	16.3	15.	15.7	16.	1914
14.4	16.4	14.6	14.4	15.	15.3	14.5	15.4	14.9	14.7	14.7	15.2	15.2	1915

NUMBER OF GRADUATES

12	1	18	2	4	3	4	4	4	4	8	10	2	1908
17	9	7	4	11	11	..	6	5	7	5	5	13	1909
22	8	9	5	15	5	16	13	15	3	17	10	13	1910
24	6	14	10	9	11	8	3	8	2	16	8	1	1911
26	13	15	9	22	3	9	1	9	2	13	20	20	1912
17	11	9	6	7	3	3	7	3	3	11	10	2	1913
20	8	22	18	26	13	4	6	8	6	19	13	6	1914
18	9	19	14	12	13	6	5	11	7	13	18	10	1915

Common School Graduating Class, June 12, 1915.
J. Frank Hanly, Speaker.

Washington County Teachers Returning From State Teachers' Association, October, 1914.
Special coach furnished by the Monon.

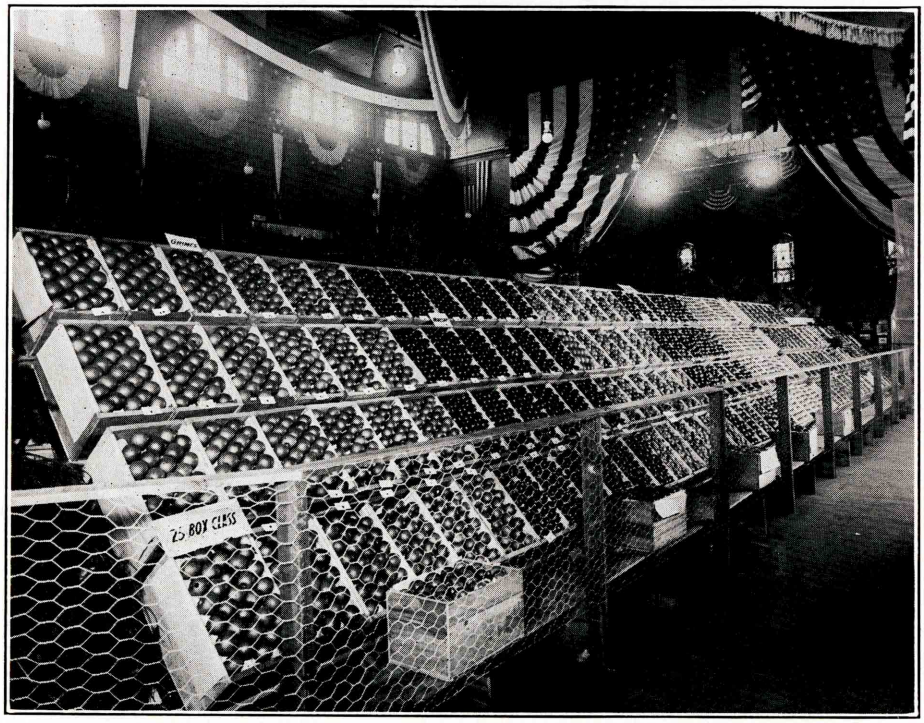
Washington County stood in seventy-second place in 1913 among the counties of the state in number of teachers in attendance at the Association. In 1914 she rose to seventeenth place, and to third place in increase in attendance.

THE HEACOCK FRUIT COMPANY

THE Heacock Fruit Company, the members of which are A. L. Stout, J. L. Tucker and F. J. Heacock, was organized in 1911, for the purpose of growing apples. They have planted one hundred acres in young trees, of such varieties as Grimes Golden, Winesap, Rome Beauty, Jonathan and other high quality apples, which experience has shown may be produced to perfection on their location just north of Canton.

This orchard is cultivated and such cover crops as soy beans, crimson clover, and other leguminous crops are grown between the trees for soil improvement.

A bearing orchard of about six acres is also located on their property, and although this orchard had been neglected before the company took charge of it, good crops are now secured almost every year, and the winnings of this company at the Indiana Apple Shows, which are recognized as the best shows east of the Rocky Mountains, demonstrate the quality of fruit which may be produced here under proper care.



Among the awards at this show may be mentioned the grand sweepstakes on best box of any variety, a two hundred dollar prize, won in 1914. The first prize on commercial exhibit in competition with the best commercial orchardists of the state, a three hundred and fifty dollar prize, won in 1912, and second in this class in 1914. Grand sweepstakes on best twenty-five box exhibit of any variety, grand sweepstakes on best tray of any variety, and numerous firsts and smaller prizes. This is mentioned as indicating the fact that no county in Indiana can produce finer fruit than Washington.

TREE PLANTING

By F. J. Heacock

SELECTION OF THE TREE

VIGOR and trueness to name and type, rather than age or size, should be the first consideration. With peach trees, the preference is for strong, one-year, budded trees; while apple, pear, plum and cherry may be either one or two years, there being no essential difference, the one-year trees, if well grown, being somewhat cheaper, easier to set, and more likely to withstand unfavorable conditions. There is no material difference between trees budded or grafted on whole root stocks, and those known as piece root grafted, either in hardiness, productiveness or longevity.

Selection of cions from trees of particular qualities of fruit or productiveness, producing what are called "Pedigreed trees," is a practice which has been resorted to by some nurserymen in the hope that desirable qualities might thus be continued or improved, but experiments have proven quite conclusively that there is little difference between such trees and those grown in the ordinary way. The reason is simple: each budded or grafted tree is a part of the parent tree of that variety, and it can only change through environment or bud variation; the latter exceedingly rare, while the variation through environment is seldom permanent, disappearing with a return to the original environment.

Trees should be free from any injurious insects or diseases, the ones most prevalent in nursery stock, such as Scale, Aphis, Crown Gall, etc. being easily distinguished.

PREPARATION OF THE TREE FOR PLANTING

When taken from the nursery row in late fall or early spring, the tree should be in a dormant condition, and held in that condition until planted. If set in the fall the work should be done after the wood has fully matured, and if in the spring, it should be done before the small fibrous roots have begun to grow.

All broken and injured roots should be removed, and a large part of the root system may be cut out without injury, even to the extent of leaving only the central or tap root, as is the practice in the Stringfellow method of planting, provided the tree is properly treated otherwise and conditions are right, but the better practice is to prune to about half the original root system, and cut back the top to balance, leaving a low and rather open head. In pruning peach at planting, it is usually advisable to leave only a straight whip two feet or less in height, the idea being to remove at least as large a proportion of the top as has been taken from the root system.

The hole should be dug large enough to accommodate the roots without crowding, and deep enough to allow the tree to stand a few inches deeper than it stood in the nursery row. It should be leaned slightly against the direction of the prevailing winds, and the loose dirt worked thoroughly about the roots, and tamped down very firmly. No manure, fertilizer or other material is needed at planting time, the success of transplanting depending upon moisture, heat and sunlight, rather than upon fertility, so that clean culture to conserve moisture after planting is essential, and the addition of necessary fertilizers should be attended to after the tree is fairly started in its growth.

Protection from rabbits should be secured by the use of screens made from one-inch mesh poultry netting, and where mice are troublesome care should be taken to remove all grass and other rubbish for a distance of two feet or more.

SOILS AND LOCATION

Most trees will grow in a variety of soils, but that which is favorable for the best development and the production of the highest quality of fruit, is, generally speaking, a rather loose clay loam, underlaid with limestone at a good depth, and in all cases, sweet, well drained, and containing an abundance of humas.

The lighter soils, containing some sand or gravel, are well adapted to most varieties of peach and cherry, while apple and pear will thrive on a good clay loam, but none will do their best on a very heavy cold or wet soil, and while even a very rich loam is suitable for some varieties, ordinarily it gives an excess of wood growth at the expense of fruit, and hinders the best development of quality and color.

There is much discussion as to the particular slope which should be selected for an orchard location, the preference being given to a northern or eastern slope, but this is a comparatively unimportant feature, the essential point being that there must be suitable air drainage, which will prevent the frequent damage from late spring frosts. Comparatively level, or gently rolling upland, surrounded by valleys, gives an ideal location for the orchard site, and affords an opportunity for the practice of modern methods of culture.

VARIETIES

A great many varieties of tree fruits are worthless or of very limited usefulness, and with so many varieties of known merit it is useless to plant those of poor quality or which are unproductive. The following list, while naming only a few of those which may be grown profitably, may serve as a guide in part for our section, some being suitable for home use and others for market. A few good varieties well cared for will prove much more satisfactory than numerous inferior kinds.

Apple

Aiken, Arkansas, Benoni, Delicious, Duchess, Grimes, Jonathan, Maiden Blush, Rome Beauty, Stayman, Wealthy, Winesap, Yellow Transparent.

Peach

Alton, Belle, Champion, Fleener, Elberta, Heath, Hoosier Cling, Crosby, Mt. Rose, Old Mixon, Smock, Salway, Shippers' Late.

Pear

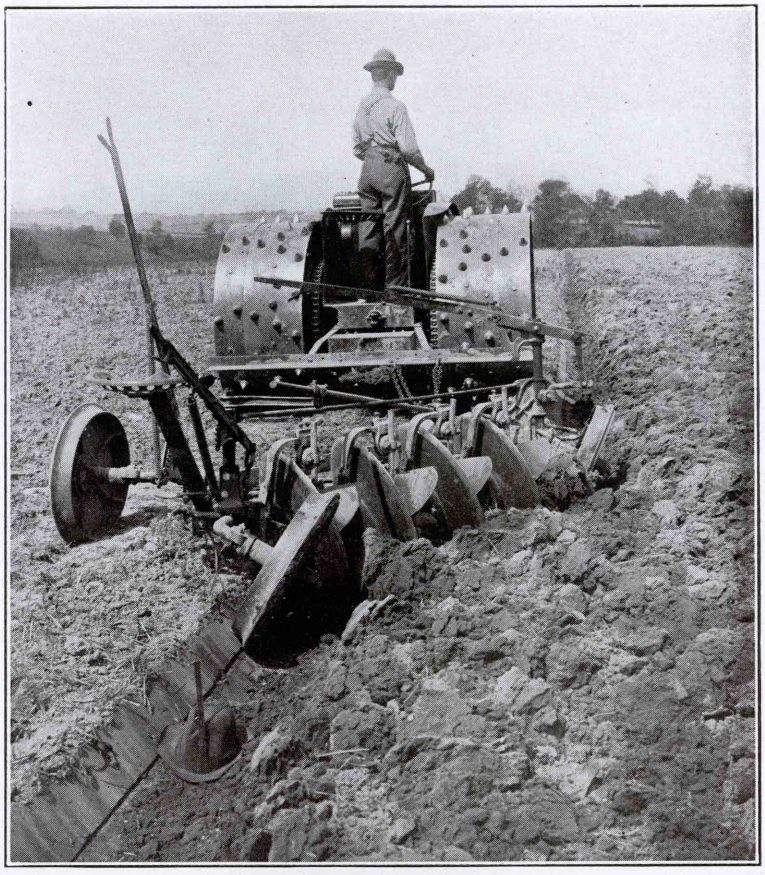
Anjou, Bartlett, Comice, Duchess, Flemish Beauty, Koonce, Kieffer, Seckel, Winter Nelis.

Plum

Abundance, Burbank, Gold, Shropshire Damson, Reine Claude.

Cherry

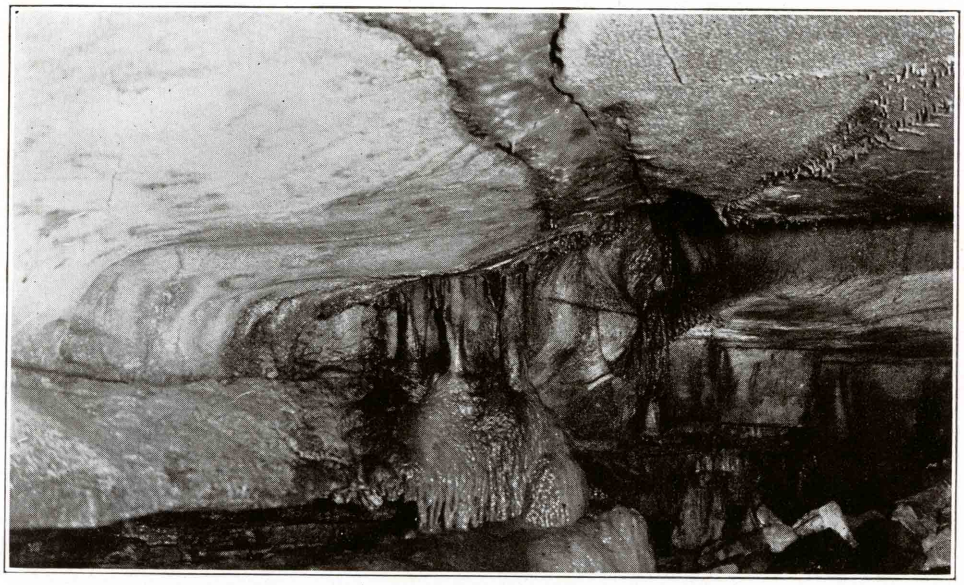
Early Richmond, Montmorency, English Morello.



F. J. Heacock Plowing on Heacock Fruit Company Farm.

A Modern Rural Home.
"Wood Lawn," the Home of R. R. Newlon, in Pierce Township, on Old Grade Road.

Cox's Ferry Road, Six Miles Northwest of Salem.
There are 235 miles of gravel and crushed stone roads in Washington County.



Neyman Cave, North of Saltillo, in Brown Township.
Note Stalactites and Stalagmites.

SPRAYING AND PRUNING

By Chas. Lindley

Spraying is the most essential thing in the production of good fruit and it should be done very thoroughly.

RULES FOR SPRAYING

1. For all fruit trees that are subject to San Jose scale, spray during dormant period with commercial lime-sulphur solution that tests 32° Baume Lydermeter test, one part lime-sulphur to 8 parts of water.

2. Spray for apples just as the pink in the blossom begins to show, but before blossoms open, with one part lime-sulphur to forty parts of water. Also add to this mixture one pound dry arsenate of lead to fifty gallons of water. This will control scab, bud moth, etc.

3. Spraying is of very great importance and must be done at the right time. Use same mixture for second spraying, just after the petals fall and before the calyx lobes have closed. This is generally 4 to 10 days later. This is the time to spray to prevent the codling moth worm and curculio in the apple.

4. To prevent apple blotch and the summer brood of codling moth, spray about the last week of June or early in July with Bordeaux mixture with one pound dry arsenate of lead added.

If bitter rot is prevalent use Bordeaux mixture every two to four weeks, according to the weather conditions that cause bitter rot to spread.

DONT'S FOR SPRAYING

Don't expect results if the work is not thoroughly done.

Don't think a week earlier or later than the date recommended is just as good.

Don't overspray. A continuous even coating should be left on the fruit and foliage; any material which runs off does no good.

Don't think that lime-sulphur will control apple blotch as well as Bordeaux mixture.

Don't apply Bordeaux mixture in wet weather; it is liable to russet the fruit.

Don't apply lime-sulphur and arsenate of lead during a spell of extremely hot, bright weather; it is liable to cause serious burning.

Don't try to get along with a machine which is worn out or too small to do good work; if the work is worth doing it is worth doing well.

Don't fail to clean the machine thoroughly after each spraying; it saves much trouble when the time comes for the next application.

Don't think that spraying alone will insure good fruit; pruning and cultivation are equally essential.

Don't think that spraying will pay unless the fruit is well marketed; spraying is only part of the battle.

Don't fail to apply to the Horticultural Department of the Kansas State Agricultural College when in spraying troubles.

PRUNING

Pruning is the shaping or designing of a tree. This work should mostly be done during the dormant season.

Make all cuts close up and parallel to the main branch. Leave no stubs.

Remove all limbs that cross or otherwise interfere with each other.

All dead and blighted limbs should be removed and destroyed.

Paint with any oil paint all wounds half an inch or more in diameter.

COURSE OF STUDY IN AGRICULTURE FOR SEVENTH AND EIGHTH GRADES, 1914-15

a. The Nature of Plants.
Mann—chapter 15 or 16.

b. The Nature of Seeds.
Mann—chapter 16 or 17.
Seed Selection—Mann, chapter 30 or 31.
The Propagation of Plants—U. S. Bulletin No. 15.
School Exercises in Plant Production—U. S. Bulletin No. 408 and 428.

c. The Corn Plant.
Mann—chapter 19 or 20.
Corn Seed Bed.
Purdue Bulletin No. 110.
Circular No. 25.
Food Value of Corn and Corn Products—U. S. Bulletin No. 298.
The Harvesting and Sowing of Corn—U. S. Dept. Bulletin No. 313.
Corn Cultivation—U. S. Dept. Farmers' Bulletin No. 414.
Seed Corn—U. S. Dept. Farmers' Bulletin No. 415.

d. Wheat.
Mann—chapter 20 or 21.
Purdue Bulletin No. 23.
Principal Insect Enemies of Growing Wheat—U. S. Bulletin 132.
Germination.
Purdue Bulletin No. 110.
Circular No. 25.
Testing Farm Seeds in the Home and Rural Schools—U. S. Bulletin No. 428.
Read for Review while studying wheat seed corn—Mann—chapter 13.

e. Legumes.
Mann—chapter 22 or 23.
Purdue Extension Bulletin No. 31.
Purdue Extension Bulletin No. 2.
Fisher and Cotton—chapter 13.
Purdue Leaflet No. 44.
Red Clover—U. S. Dept. Farmers' Bulletin No. 455.
Soy Beans—U. S. Dept. Farmers' Bulletin No. 372.
Leguminous Crops for Green Manuring—U. S. Bulletin No. 278.

f. Rotation of Crops.
Mann—chapter 18 or 19.
Fisher and Cotton—chapter 16.

g. Tillage and Improvement of Soil.
Mann—chapter 12 or 13.
Renovation of Worn Out Soils—U. S. Bulletin No. 245.
Soil Conservation—U. S. Bulletin No. 406.

h. Grasses.
Mann—chapter 21.

i. Farm Weeds.
Mann—chapter 27.
Read—Mann chapter 17.

j. The Orchard.
Mann—chapter 24 or 25.
Insect Enemies of Plants—Mann, chapter 28 or 29.
Disease of Plants—Mann, chapter 29 or 30.
Purdue Extension Bulletin No. 19; Bulletin No. 138.
Circular No. 30.
Leaflets 27, 37, 38, 39, 43.
U. S. Dept. of Agr.—Bulletins Nos. 41, 68, 80, 103, 115.
Circulars Nos. 9, 32, 54, 73.
O'Kane Injurious Insects.
Sanderson—Insect Pests of Farm, Garden and Orchard.
Productive Orcharding—Fred C. Sears. Lippincot's—Philadelphia, Pa.
Baily's Principles of Fruit Growing Field Crops, by Wilson and Warburton, $1.50—Webb Pub. Co.
Purdue Circular No. 23.
Purdue Extension Bulletin No. 20.
Get Classified List of Bulletin from U. S. Dept.
Farmers' Bulletin No. 181; 491.
B. P. I. Bulletin No. 265.
Circulars Nos. 27, 54 and 93.
How Birds Affect the Orchard—Year Book, Sep. 197.

NOTES.

The San Jose Scale—
Bur of Ent. Circ. No. 124.

Every school should subscribe for one or more good farm journals. Farmers in school communities will gladly loan their farm papers to the schools.

All Bulletins and Circulars may be obtained from Purdue University and the U. S. Dept. of Agriculture.

Every school should have an agriculture exhibit not later than November. The farmers of the school district should be invited to attend and take part in judging and scoring products. Photographs of the exhibits, patrons and school should be taken. One photograph should be sent the county superintendent.

COUNTY BOARD OF EDUCATION

TOWNSHIP TRUSTEES

Brown Township—A. L. Freed.....Campbellsburg
Franklin Township—William Huston.....New Philadelphia
Gibson Township—William Wilson.....Scottsburg
Howard Township—Frank Beck.....Salem
Monroe Township—Chas. Winslow.....Salem
Madison Township—Clyde Patton.....Campbellsburg
Jefferson Township—Newton Booker.....McKinley
Jackson Township—Augustus Miller.....Pekin
Pierce Township—Elza Bartlett.....Pekin
Polk Township—Clyde Schleicher.....Pekin
Posey Township—Frank Crane.....Fredericksburg
Vernon Township—M. L. Smedely.....Smedley
Washington Township—Lemuel Purlee.....Salem

TOWN SCHOOL BOARDS

Salem

Theo. Wilson, President. W. C. Shanks, Secretary.
Frank Summers, Treasurer.

Campbellsburg

Ed. Woodward, President. Geo. Hedrick, Secretary.
Ed. Hughes, Treasurer.

Fredericksburg

Harry Allen, President. E. E. Andrews, Secretary.
R. T. Ellis, Treasurer.

Hardinsburg

Geo. Harvey, President. Fred Summers, Secretary.
W. A. Hulgan, Treasurer.

Little York

Rufus Mayfield, President. Jas. Denny, Secretary.
W. B. Bridgewater, Treasurer.

Livonia

W. S. Workman, President. Ezra McGrew, Secretary.
Jas. E. Coulter, Treasurer.

Pekin

N. S. Martin, President. Cecil T. Nale, Secretary.
H. C. Littell, Treasurer.

Saltillo

Hiram Case, President. I. N. Holler, Secretary.
Barney Gould, Treasurer.

ADVERTISEMENTS

A full list of the public spirited men and firms who have given us financial assistance by taking first class advertisements:

Apple Specialty Co.
J. D. Alvis.
S. H. Armstrong.
W. R. Alexander.
E. F. Boggs.
The Benua Co.
Ed Berkey.
J. M. Colglazier.
Dawalt & Etzler.
Dreamland Theater.
Draper Shade Co.
Lewis Dennis.
Harry E. Emery.
Flanagan Co.
Bruce Frantz.
J. T. J. Graves & Co.
S. B. Hobbs.
Hauger & Alexander.
W. B. Harris.
B. M. Lingle & Sons.
E. E. Loudon & Co.
Little, Brown & Co.
Laird and Lee, Publishers.
Kiger & Co.
Medlock & Moss.
Chas. McClintock.
Morris & Griffin.
Nicholson Printing & Mfg. Co.
Pekin Bank.
Pekin Roller Mills.
R. N. Owens.
Rudder Drug Co.
V. T. Reid.
Rand, McNally & Co.
Robertson Drug Co.
Salem Farmers' Milling Co.
Thos. A. Smith & Son.
Stout Furniture Co.
Stafford Engraving Co.
H. W. Tipps.
R. R. Tash.
Frank Wilson.
Lillian Clark Weaver.

WASHINGTON COUNTY'S

EDUCATIONAL STORE

Twenty Years of Education and Experience
have put us at the head of our class

Progressive Farmers have been Educated to take advantage of our High Grade Goods, Exceptional Values and Low Prices in

Vehicles, Harness, Hardware
Farming Implements,
Automobiles and Accessories
Cream Separators, Fertilizers
Roofing, Seeds, Etc.

We Know Quality and Values,
two things necessary for success

J. T. J. GRAVES & CO.

South Main Street SALEM, INDIANA

"THE TEST OF TIME"

For a Quarter of a Century

THE HOUSE OF BENUA

has supplied the Men, Boys, and Children of this community with

Dependable Wearing Apparel

Upon the Rock which formed the chief Corner Stone of this business we have inscribed our Motto →

THE SAME GOODS FOR LESS

THE BENUA CO.

SALEM, INDIANA

The North Side Drug Store

BRUCE C. FRANTZ, Prop.

KURFEE'S PAINTS AND ART WALL PAPERS

Have delighted scores of Washington County households with their durability and decorative effects. KURFACITE for your furniture, GRANITOID for the floors, ART PAPERS for the walls and KURFEE'S PAINTS for the outside.

WE GUARANTEE SENECA CAMERAS

Come in and see the FOLDING SCOUT or the BOY SCOUT BOX CAMERAS, $2.00 to $50.00, and every one guaranteed, Also a full line of photographic supplies, FLASHLIGHTS and BATTERIES, FISHING TACKLE, BASE BALL GOODS and outing specialties.

Filtered Gasoline and Thermos Bottles for the Tourists

Fountain Syringes and Hot Water Bottles, Guaranteed one year

HOLIDAYS—BIRTHDAYS—WEDDINGS

Our line of FRENCH IVORY is the most complete in town. Our gift line also includes TOILET SETS, MILITARY BRUSHES, MANICURING SETS, BRUSHES, COMBS, BABY SETS, TOILET WATERS, PERFUMES, PIPES and CIGARS.

Have You Been Looking For——

INITIAL STATIONERY AND CARDS

We have them, also a complete line of FOUNTAIN PENS and high-class LINEN PAPERS in boxes and tablets.

OUR SCHOOL SUPPLIES

Include every thing needed by TEACHER or PUPIL. See us for LAIRD & LEE'S WEBSTER'S NEW STANDARD DICTIONARIES. They have Washington County's official stamp of approval.

HIGH SCHOOL AND COLLEGIATE EDITION - -	$1.15
STUDENTS' COMMON SCHOOL EDITION - - -	$ .60

SUPPLEMENTARY SELECTIONS FOR SCHOOLS:

HOUGHTON MIFFLIN'S RIVERSIDE SERIES - -	15c and 30c

BRUCE C. FRANTZ : : Salem, Indiana

MORRIS & GRIFFIN

The Home Furnishers

Furniture, Carpets, Rugs, Stoves and Ranges

COLUMBIA GRAPHOPHONES AND
DOUBLE DISC RECORDS

South Main Street :: Salem, Indiana

Spirella Corset Parlors

Our Corsets are guaranteed to wear one year.
We have a model for every figure.
We guarantee each garment to fit.
Your corset is made to your measurements.
If not already a customer, give our corset a trial.

LILLIAN CLARKE WEAVER

Our stock of MILLINERY is always complete.
We are showing all the latest styles in
popular priced materials. We assure
every customer the very best service.
Before purchasing give us a call.

WM. RUDDER W. H. RUDDER L. DESSE RUDDER

WILLIAM RUDDER & COMPANY

PHARMACISTS

and Dealers in

Pure Drugs, Medicines, Toilet Articles
Wall Paper, Paints, Books and
Stationery

No. 3 Lyons Block SALEM, INDIANA

The Up-To-Date
Confectionery

Where you will find the
FINEST CANDY
in town.

FRUITS of all kinds

TOBACCO and CIGARS

SOFT DRINKS

SCHOOL TABLETS

LEWIS DENNIS
Mobley Block

GO TO
Armstrong's
FOR YOUR
Sporting Goods

Full line of
BICYCLE and MOTORCYCLE
SUPPLIES

Fishing Tackles and Base Ball goods
Flash Lights and Batteries
Guns, Cutlery
Tools, etc.

Agent for
HARLEY-DAVIDSON
MOTORCYCLES

North Side Square Salem, Indiana

COLLEGE GROCERY

Groceries, Smoked Meats, Fresh Fruits and Vegetables.

Very best quality at the lowest prices, and satisfaction guaranteed

Buy Butter and Eggs
At the highest market price

Business will be appreciated

HARRY E. EMERY
PROPRIETOR
Cor. W. Mulberry and Water Sts.

THE
HOTEL ALVIS

Is a Good Hotel

JACK ALVIS, PROPRIETOR

INSURANCE

Fire, Lightning, Tornado, Life, Health, Accident, Compensation, Automobile, Live Stock.

Surety Bonds.

Ample protection against Fire, Lightning and Tornado for farmers.

Agent for the good old
Mutual Life Insurance Co. of New York.

FRANK M. WILSON

AT CITIZEN'S STATE BANK

SALEM, INDIANA

Chas. McClintock

EAST SIDE DRUGGIST

Dealer in

School Books, Stationery

Physicians' Supplies

Patent Medicines, Pure Drugs

Glass, Paints, Oils, Dyes

Toilet Goods, Perfumes

Lamps, Lamp Trimmings

Athletic Goods

Kodaks

The Very Best Brands of Cigars

PRESCRIPTIONS COMPOUNDED WITH GREATEST CARE

Call and See Us When Needing Anything
in Our Line

APPLE'S IS THE PLACE

TO BUY—Ladies' Coats, Suits, Skirts, Dresses, etc.
TO BUY—Misses' and Children's Coats and Dresses.
TO BUY—Your Dress Goods and Notions.
TO BUY—Ladies', Misses' and Children's Underwear.
TO BUY—Your Dry Goods, Dress Goods, Silks, etc.
TO BUY—Women's and Children's Shoes.

Our stock is clean and up-to-date. Will be the best this fall it ever was. We try to give you the best goods that money can buy at the price.

OUR MOTTO—"LIVE AND LET LIVE"

Agents for Thompson's Glove-fitting Corsets, Queen Quality Shoes and Pictorial Review Patterns.

COME AND SEE US

APPLE SPECIALTY CO.

SOUTH SIDE OF SQUARE

Apple's 10c Store

We keep everything that is usually kept in a 10c store. Nothing over 10c. By buying in large quantities, we are able to give you a much larger and better article for 10c than other people can give you that are not in the same line of business.

CANDY IS A SPECIALTY A fine line of 10c candies on hand at all times. :: ::

NOTICE TO TEACHERS—We make you special prices on candy and put it up in good shape. Leave your orders early.

South Main Street SALEM, INDIANA

ROBERTSON DRUG COMPANY

Headquarters for:

Fountain Pens, School Books, Tablets, Pencils, Pens Ink and School Supplies

REXALL MEDICINE

One for each ill—guaranteed results or money refunded. Try the one you need—351 different kinds.

PAINTS, OILS, WALL PAPER, GLASS, KNIVES
RAZORS, CANDY, CIGARS AND TOBACCO

Finest display of Holiday Goods ever. When you want a bargain in anything in the Drug Line, come to us.

ROBERTSON DRUG COMPANY
SALEM, INDIANA

Dawalt and Etzler

Professional Embalmers and Funeral Directors

We discharge the duties of the profession with *Skill*, *Promptness* and *Delicacy*. We perfect all arrangements and superintend interments in all cemeteries.

Cumberland Phone No. 90 **Hoosier, No. 259**

John M. Colglazier

Contractor and Builder

LEADING DEALER IN

LUMBER and MILLWORK, FLOORING, CEILING, SHIPLAP
BARN SIDING, WEATHER BOARDING
FINISHING and FRAME LUMBER

In Fact Building Lumber of All Kinds Carried in Stock.

Inquiries and inspections solicited. Estimates for buildings gladly furnished.
High-class carpenters at your command.

EXCLUSIVE AGENT FOR CARTWRIGHT TIN AND GALVANIZED SHINGLES

SATISFACTION GUARANTEED Salem, Indiana

WHEN IN NEED OF—

Fire, Lightning, Tornado, Automobile, Life, Accident or Plate Glass Insurance, or Farm Loan—see me.

ONLY RELIABLE COMPANIES REPRESENTED

R. R. TASH, General Agent
Murphy Building Salem, Indiana

DREAM THEATRE

High-Class Motion Pictures and Vaudeville

Come and spend your time at the Dream Theatre.
Have a good time for a little money.

Admisson 10c and 5c J. H. CHRISTY

SEE

V. T. REID

FOR

Hardware, Implements, Wagons, Surries
Buggies, Harness, Seeds, Fertilizer
Poultry and Stock Foods

SPRAYERS AND SPRAYING MATERIALS

"A Square Deal to All Customers"

No. 6 Lyon Block

W. A. MEDLOCK C. F. MOSS

MEDLOCK & MOSS

Are in the Lead

Groceries and Meats

Also a full line of

FRUITS, VEGETABLES, CANDIES, CIGARS AND TOBACCO

Visit Our Lunch Counter When Hungry

YOURS FOR BUSINESS

North Side Square MEDLOCK & MOSS

E. E. Loudon & Co.

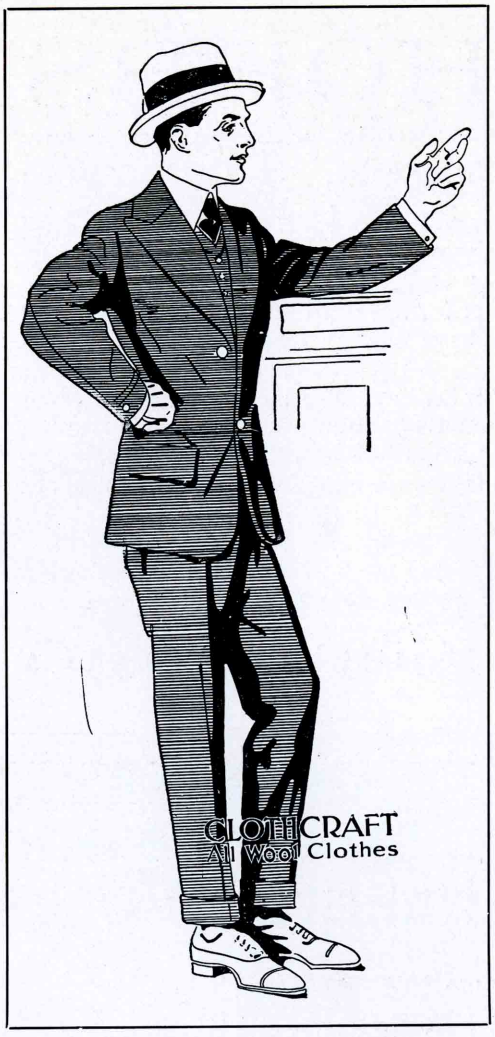
MANUFACTURERS AND WHOLESALERS

HARDWOODS

Poplar, Plain and Quartered
Red and White Oak,
Chestnut, Cherry,
Walnut and
Ash

We Pay More Than the Other Fellow

OFFICE, MILLS AND YARDS, SOUTH OF MONON STATION
SALEM, INDIANA



Value

When we say *Value* we mean that we give in addition to high-class merchandise, the best materials that can possibly be sold for the money.

Furnishings
Hats
Shirts
Clothing
Shoes

ALWAYS THE NEW STYLES

We appreciate the fact that the majority of good dressers wear

"HART, SCHAFFNER & MARX"
and "CLOTHCRAFT"

clothes. There are good reasons too, *Quality* reason and *Style* reasons.

LET US DEMONSTRATE THEM TO YOU

North Side Square

E. F. Boggs

S. B. HOBBS

DEALER IN

Stoves, Ranges, Tinware Furnaces and Tin Roofing

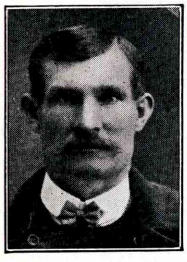
For the most beautiful and durable Heaters and Ranges see S. B. HOBBS, who is the agent for the celebrated Globe Ranges and Stoves. World's Best. We have over two hundred satisfied customers using them.

We make a specialty of Hot Air heating. Trustees wanting Heaters or Hot Air Furnaces for school buildings, should see us. Parties wanting a Hot Air Furnace will profit by calling on us before purchasing.

We are agents for Furnaces that were awarded the first premium at the World's Fair.

We carry a line of steel and cast Furnaces. For references we have the best business men of Salem and the best farmers of Washington County who have used our Furnaces, Stoves and Ranges

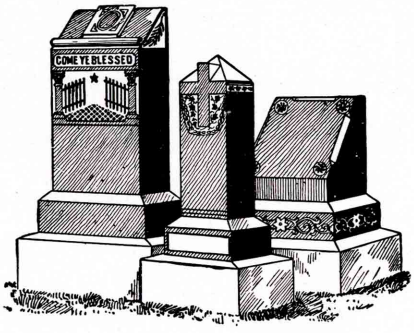
NORTH SIDE OF PUBLIC SQUARE SALEM, INDIANA



We are equipped with all the most up-to-date machinery; therefore the cost is bound to be less than where the old hand work is done.

The Salem Stone and Monumental Works

Monumental Work a Specialty



We carry a full line of Monuments of all descriptions; Lime Stone, Marble and Granite, both native and foreign, large or small. ¶Also, we furnish Grave Vaults, Curbing, Steps, Hitching Posts, Flagging for Walks, Cistern and Well Tops, and in fact anything in cut or rough stone.

SHOPS AND YARDS CORNER HIGH AND MULBERRY STREETS, SALEM, INDIANA

R. N. OWENS, Proprietor **Hoosier Phone 507**

MAKE "THAT TRIP" TO THE

H. W. TIPPS STORE

And see how we are absolutely ready to supply you with Fall Clothes, hundreds of Quality garments in every good weave, every new pattern, every correct style, for men, young men and boys of every "build" and age.

Men's Suits $10 to $20 — Boy's, $2 to $8.50

And that Tipps guarantee of absolute satisfaction is your "Safety First Insurance."

And you, young men, will take a liking to the many and exclusive models and patterns shown just for you.

Headquarters for Hats, Shoes and Gents' Furnishings of the latest styles.

H. W. TIPPS

Our GOLDEN SHEAF FLOUR
Makes SNOW WHITE BREAD

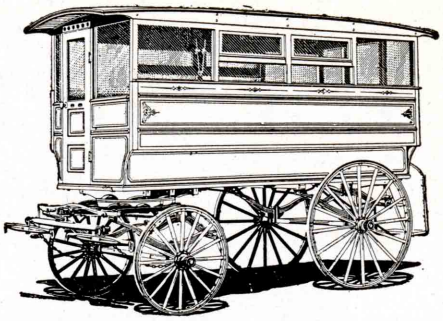
SALEM FARMER'S MILLING CO.

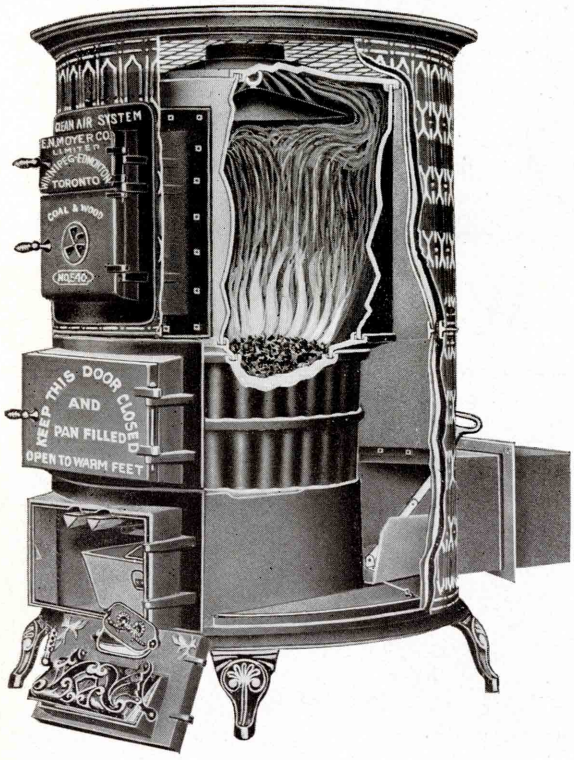
Dealers in WHEAT, CORN, HAY, BRAN AND OTHER FEEDS

Our Motto: A Square Deal to All Our Customers

Manager, T. T. MORRIS

The Wayne School Cars
Make Consolidation
a Success





The
Standard
Clean Air
Heater

The only one with twenty points of superiority

Write for prices and catalogues

KIGER & CO.

New Phone 2337-K } Phone at Our
Bell Phone Main 4181 } Expense
OFFICE PHONES

139 West Market Street, INDIANAPOLIS, INDIANA

Between Terminal Station and State House

Dealers and Manufacturers of

EVERYTHING FOR TP. OFFICES, ROADS AND SCHOOLS

Domestic Science and Manual Training Equipment

J. P. SUPPLIES. PHYSICAL AND CHEMICAL APPARATUS. PRIMARY SUPPLIES

Standard Clean Air Heaters. Wayne Sanitary School Cars

SEE SAMPLES OF EVERYTHING IN OUR SAMPLE ROOM BEFORE BUYING. WE STRIVE TO PLEASE

The House of Quality and Prompt Shipments

W. R. ALEXANDER

DEALER IN

Coal, Lime and Cement

Proprietor of the only Box and Basket Factory in Salem, Indiana

DOMESTIC SCIENCE

A good textbook for grammar schools and smaller high schools is the new

SCHOOL KITCHEN TEXTBOOK

By MRS. LINCOLN, published April 9.

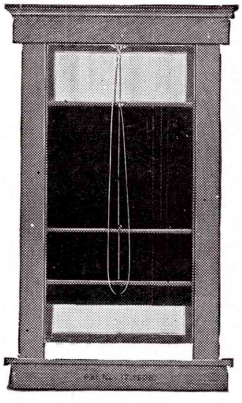
IT HAS a complete modern course planned for one year with two lessons a week. There are 59 lessons on cooking and food groups, and 82 pages (20 chapters) on household science proper. (The appendix has also 32 lessons on sewing.)

¶ The book gives a plan for school credit for home work. It also provides for school work with no cost for equipment. It is easy as a book can be. Course of study free.

MAILING PRICE 60 CENTS

LITTLE, BROWN & COMPANY 34 BEACON ST., BOSTON

Luther O. Draper Shade Co.



DRAPER'S "SANITARY" WINDOW SHADES

made from Cotton Duck are good Shades

—

You will find it a good policy to buy of a firm of long experience and with a reputation which is guarded with extreme care

—

LUTHER O. DRAPER SHADE CO.

SPICELAND, INDIANA

THE AIM *of*
The Pekin Roller Mills

To do the right thing, at the right time, in the right way. To do some things better than they were ever done before. To eliminate errors, and to anticipate requirements. To act from reason rather than rule. To work for the good of our customers and to be satisfied with nothing short of perfection.

THE PEKIN ROLLER MILLS
O. L. CAUBLE, Proprietor

SALEM FLOUR, GRAIN AND FOOD EXCHANGE
RAY NEWLIN, Manager

The Brownie Books

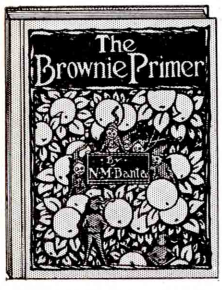
By N. MOORE BANTA and ALPHA BANTA BENSON

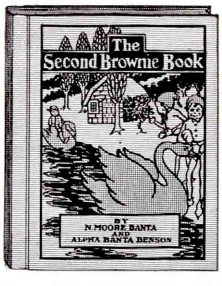
THE BROWNIE PRIMER. Grade 1. Intended as a first book for children beginning to read. The familiar Brownie characters in telling their stories just as children would tell them, in joining in the child's chosen activities furnish subject matter of the most interesting kind. The vocabulary is simple.

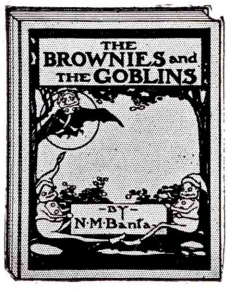
THE SECOND BROWNIE BOOK. Grades 1-2. This follows the plan of the author's first book, "The Brownie Primer," but is not dependent upon it in any way.

THE BROWNIES AND THE GOBLINS. Grade 3. Children who have read "The Brownie Primer" and "Second Brownie Book" will welcome with delight this third appearance of their old friends and the Gray Goblins. Together they have exciting games, go boating, swimming, and, most of all, take a trip to the moon in their magic aeroplane.

Beautifully illustrated in colors. **Price, each, Thirty-five Cents.**







TEACHERS' CATALOGUE listing our complete line of Supplementary Readers, Outlines and Helps, Busy Work Material, etc., will be sent upon request.

A. FLANAGAN COMPANY **CHICAGO**

W. J. HAUGER J. F. ALEXANDER

Why You Should Trade at the Big Store of

Hauger & Alexander

BECAUSE——

We can and do sell the best qualities for less. We buy our goods in enormous quantities and get the advantage of the very lowest prices, and in consequence sell for less.

BECAUSE——

Our stocks are most varied and you can get from us almost anything you want in the lines of **Hardware, Building Materials, Stoves, Ranges, Furnaces, Gasoline Engines, Cream Separators, Cutlery, Bath Room Supplies, Pumps, Pump Jacks, Churns, Tinware, Wooden Ware, Tubs, Buckets, Ladders, Cream Cans, Cooling Cans,** etc., and many other useful articles that a visit to our mammoth establishment would convince you that we are able to supply your wants in the many lines to your entire satisfaction in the matter of QUALITY, PRICE and SERVICE.

WE HAVE RECENTLY INSTALLED AN

UP-TO-DATE TIN SHOP

Where we are prepared to do Tin Roofing, Galvanized Roofing, Guttering, Spouting and all kinds of Repair Work. Also build special Tin and Galvanized Work to your order—and our prices are as low as the lowest.

It is an accepted truism in business circles, that *A Pleased Customer is the Best Kind of an Advertisement.* It is also true that THE BIG STORE wishes to make the first sale to you the beginning of your patronage with us instead of the end. To this end we realize that we must and do sell you goods of merit and at prices that are less.

Come, visit with us. Make our store your stopping place when in Salem. You are always welcome and will be treated most courteously.

YOUR INTERESTS ARE OURS—AND WHY NOT?

HAUGER & ALEXANDER

Corner Water and Market Streets **SALEM, INDIANA**

Building Materials, Builders' Hardware, Tools, Cutlery, Shingles, Metal Roofings and Rubber Roofings of all descriptions. COAL, LIME, SAND, CEMENT, LATHS. DeLaval Separators. Gasoline Engines

Your Inquiries Solicited and Answered Promptly.
All Orders Filled Promptly and with Greatest Care.

LET US INSTALL A FURNACE IN YOUR HOME—One That's Right

CUMBERLAND PHONE 81 HOOSIER PHONE 254

The Picture Influence in Teaching Whether by Word, or Brush, or Map

is becoming more and more powerful as a means of bringing facts before young people. In Professor Mace's Revised book for history teachers this feature has attracted widespread attention. In

Mace's Method in History

"The Section on the Picture-Making Phase of History Alone Is Worth the Price of the Book"

states the Elementary School Journal, University of Chicago. Continuing it says: "The major part of this section deals with the materials for picture-making. It is not a discussion of illustrative materials as the heading might indicate, but a program for history in the grades based on the psychological doctrine that history should lead to the development of mental pictures.

"The program outlined is sufficiently concrete to be of great value to those who may think of revising their course in history."

Send for Teachers' Library List—Free

In the GOODE MAPS by Professor J. Paul Goode of the University of Chicago it is this same suggestion,—a graphic presentation in map work,—that is making such a sensation in the map world. Here essentials stand out with a vividness that is striking.

Writes Walter S. Tower, Department of Geography, University of Chicago:

The Goode Map of South America *(Just out)*

"Is the Best Map of South America Ever Made"

"I have studied the map with regard to both general and detailed aspects, and am convinced that it is the best. In fact I do not believe that in our present state of knowledge a better map could be made."

The parent series:

The Goode Series of Wall Maps

"Give America the Right to Rank with Europe in the Art of Cartography"

writes L. H. Wood, Professor of Geography, Western State Normal School, Kalamazoo, Mich.

RAND, McNALLY & COMPANY

CHICAGO NEW YORK

Harris' Down Town Grocery Store

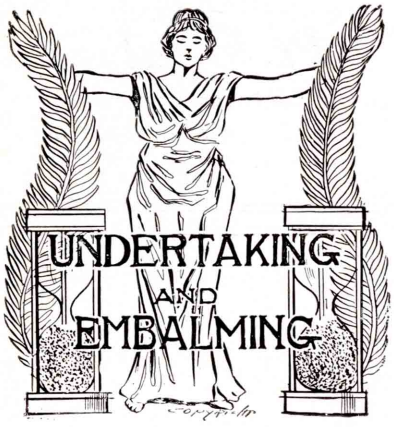
South Main Street :: Salem, Indiana

You will always find a full line of

CHOICE GROCERIES

at figures which you can afford to buy them.

We Buy All Kinds of Produce. W. B. HARRIS, Proprietor



When the Hand of Fate

Cuts the thread of life the undertaker must be called. His services are absolutely necessary The laws of health and the state demand that certain things be done at once.

We give immediate attention to all calls and are prepared to carry out instructions with strict regard to details.

Study, training and experience has given us a thorough knowledge of

UNDERTAKING AND EMBALMING

and we can perform the duties of our profession skillfully, delicately and satisfactorily.

THOMAS A. SMITH & SON

Cumberland and Hoosier Phones

1856 : 1889 : 1915

B. M. LINGLE & SONS

SALEM, INDIANA

OUR OWN MAKE OF HARNESS

Plush Robes and Cotton Blankets are a thing of the past.
Buy 80 per cent. Wool Robes and Blankets,
Last Longer, Warmer, Don't Fade.

UP-TO-DATE REPAIRING DONE BY US

CITIZENS' BANK

Capital Stock, $25,000.00 Pekin, Indiana

¶ Ours is the only business in the world that *does not ask you to spend money.* We ask you to put it in the CITIZENS' BANK, PEKIN, INDIANA.

¶ We pay 3 per cent. on time deposits.

F. M. TASH, President. PLEASANT NALE, Vice-President.
J. W. HIESTAND, Cashier.

ED. BERKEY, *Photographer*

Made a majority of the pictures for this Report.

PHONE, HOOSIER 274. :: :: SALEM, INDIANA

Compliments of

The Stout Furniture Company

Salem, Indiana

SPECIAL PRICES TO SCHOOLS
ON
Laird and Lee's WEBSTER Dictionaries
FOR
EXCLUSIVE ADOPTION

As an evidence of the general recognition being accorded our *Webster School Dictionaries* we cite the following county adoptions in Indiana thus far this year:

HENRY, MIAMI, HENDRICKS, HANCOCK, MORGAN
WASHINGTON AND MADISON

WILLIAMS' LANGUAGE SERIES

Reading, Conversation, Composition

By J. D. WILLIAMS

A complete story; one general thought continued throughout the year's work. The pupils interest increases with the narration. Cloth, illustrated, 194 pp.

PRICE 40 CENTS

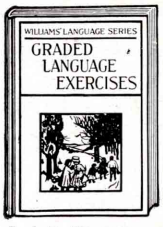
Common School Spelling Book

By FRANCES SQUIRE POTTER

Makes Spelling attractive. Cloth, 138 pp.

PRICE 25 CENTS

Graded Language Exercises

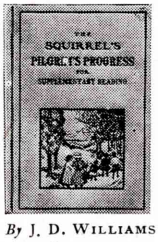


By J. D. WILLIAMS

Aids pupils in readily discerning the relation of words in a sentence, of sentences in a paragraph and of paragraphs in a theme. Cloth, illustrated, 256 pp.

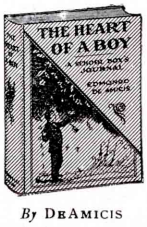
PRICE 45 CENTS

SUPPLEMENTARY READING BOOKS

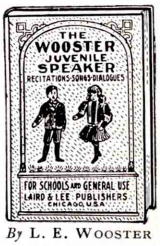


By J. D. WILLIAMS
Cloth, 174 pp.
PRICE 40 CTS.

By B. F ASHLEY
Cloth, 259 pp.
PRICE 40 CTS.



By DEAMICIS
Cloth, 290 pp.
PRICE 40 CTS.



By L. E. WOOSTER
112 pp. Paper 25c.
CLOTH 40 CTS.

LAIRD AND LEE, Incorporated, Publishers, Chicago

Indiana State Library
0 0000 10836 9133

Souvenir Publications for Schools and Colleges

Highest Grade Commercial Advertising and Catalog Work

Printing
Engraving
Binding

Blank Books
Ledger Sheets
Loose-Leaf Binders

If the mechanical work on a book is done at NICHOLSON'S it is right

Nicholson Printing & Mfg. Co.

26-28-30 North Ninth Street — *Richmond, Indiana*

Engraving for College and School Publications

THE above is the title of our Book of Instructions which is loaned to the staff of each publication for which we do the engraving. This book contains 164 pages, over 300 illustrations, and covers every phase of the engraving question as it would interest the staff of a college or school publication. Full description and information as to how to obtain a copy sent to any one interested.

We make a Specialty of Halftones, Color Plates, Zinc Etchings, Designing, Etc.
For College and High School Annuals and Periodicals. Also fine copper plate and steel die embossed stationery as
Commencement Invitations, Visiting Cards, Fraternity Stationery, Etc.

STAFFORD ENGRAVING COMPANY

ARTISTS : DESIGNERS : ENGRAVERS

CENTURY BUILDING — INDIANAPOLIS, INDIANA

I
379
W31c
1915
Cop. 3

Washington County (Ind.)--County Supt. of schools.
Educational report.

This Book may be kept until the time indicated by the latest date stamped upon this pocket.